

Agenda

1. Call Meeting to Order
2. Pledge of Allegiance
3. Early Items
 - 3.a. Celebrate Student Success
 - 3.b. Student Rep Report
4. Citizen Input
 - Information on Public Input policies is available at www.brookings.k12.or.us/board/. Written comments must be received at least 24 hours in advance of the meeting date and time. Interested members of the public who wish to speak at the meeting during the public comment time, can RSVP online up until noon on the day of the meeting. For in-person meetings, all are welcome to come to the meeting and fill out a "blue card" signifying that they would like to give public comment and give it to the Board Chair at the start of the meeting with no prior reservation or notification needed.
5. Consent Agenda
 - 5.a. Approve Minutes
 - 5.b. Approve Bills
 - 5.c. Approve New Hires
 - 5.d. Approve Extra Duty Contracts
 - 5.e. Acceptance of Gifts & Donations
 - 5.f. Approve Grant Applications
6. District Reports and Information
 - 6.a. Comments from the Superintendent
 - Emergency Management Plans Update
 - 6.b. District Reports
 - 6.c. Finance Reports
 - 6.d. Enrollment Summary
7. Action Items
 - 7.a. Board Policy Second Reads
 - IGBAF – Special Education – Individualized Education Program (IEP)
 - IGBB – Talented and Gifted Program and/or Services
 - IGBBA – Talented and Gifted Students - Identification
 - IGDJ – Interscholastic Activities
 - IK – Academic Achievement
 - IKF – Graduation Requirements
 - JGAB – Use of Restraint or Seclusion
 - 7.b. Board Policy First Reads
 - CB – Superintendent
 - CPA - Layoff and Recall for Administrators

- GCBDB/GDBDB – Early Return to Work
 - IGAI – Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education
 - IGBHE – Expanded Options Program
 - IMB – District Improvement Program
 - JEA – Compulsory Attendance
 - JHC – Student Health Services
 - KBA – Public Records Request
8. Board Functions and Comments
 - OSBA Regional Elections Vote
 - Budget Committee Vacancies (3) - Open Until Filled. Next Deadline for Applications for Consideration for Appointment by the Board is 5 p.m. Friday, Dec. 9, 2022.
 - Comments/Takeaways on 76th Annual OSBA Convention, Nov. 11-13, 2022.
 9. Key Dates and Calendar Updates
 - Special Meeting - School Board Executive Session/Work Session, 5:30 p.m. Dec. 7, 2022, Kalmiopsis Elementary School Rm 51, 650 Easy St., Brookings.
 - (Rescheduled) Regular School Board Meeting (December), 5:30 p.m. Dec. 14, 2022, Kalmiopsis Elementary School Library, 650 Easy St., Brookings.
 - Special Meeting - School Board Work Session, 5:30 p.m. Jan. 4, 2023, Kalmiopsis Elementary School RM 51, 650 Easy St., Brookings, OR 97415.
 - Regular School Board Meeting (January), 5:30 p.m. Jan. 18, 2023, Kalmiopsis Elementary School Library, 650 Easy St., Brookings, OR 97415.
 10. Recess to Executive Session
 - To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))
 11. Adjourn Executive Session and return to Regular Meeting.
 12. Adjournment

Draft Minutes
Brookings-Harbor School District
Regular Board Meeting
5:30 p.m. Oct. 19, 2022
Kalmiopsis Elementary School Library,
650 Easy St., Brookings, OR 97415

Meeting video recording available at https://www.youtube.com/watch?v=hJ102_YZuYA

In attendance:

Alan Nidiffer, Board Chair

Jay Trost, Board Vice Chair

Janece Payne, Board Member

Janell Howard, Board Member

Katherine Johnson, Board Member (virtually)

Brian Walker, Student Representative

David Marshall, Superintendent

Nancy Raskauskas-Coons, Admin Asst to the Board

Heather Severns, Incoming Interim Admin Asst to the Board

Call Meeting to Order

Meeting called to order at 5:32 p.m. by Alan Nidiffer.

Pledge of Allegiance

Pledge observed.

Early Items

Celebrate Student Success

Rebekah Hatch and Lauren Roots, the Drum Major and the Color Guard Captain of the Brookings-Harbor High School Marching Band and Color Guard presented to the board about the current season of performances and practices. The band recently placed 3rd in division at the Pride of the Northwest competition in Grants Pass and will head next to a competition in University of Oregon's Autzen Stadium in Eugene on Nov. 5. The band/guard has grown to 53 members — doubled since the beginning of the pandemic. Lauren described the feel of the Marching Band and Color Guard like a "big huge family." Alana described the competition rounds: Each team had a show with music and choreography; performed for a panel of technical

judges; competed against bands as big as 100+ to as small as 25 members. After getting last place in the competition last year the strong 3rd place in division and 7th overall showed the group is improving much faster than anticipated, Alana said.

Student Representative Report

Brian Walker shared recent happenings and upcoming events for the high school.

- Girls soccer and boys soccer season is coming to an end. One more game until playoffs selections made. Football season also coming to close.
- Homecoming events remaining: PowderPuff football tonight; Float decorating tomorrow; Game and Coronation on Friday; Dance on Saturday; and Spirit Days
- New business - Bruin News has been doing a lot of work these last few months (Digital Graphics Class) - on Wednesday they have a special video presentation in lieu of Brian's usual spoken announcements over the school intercom. They are doing some great photo and video montages and important dates for schools.
- National Honor Society - started to fundraise for chapter fee (\$250). Fundraising idea for that with the Christmas bazaar - decided to do baked goods. Also going to partner with the ceramics room to make plates, mugs and some Christmas decorations.
- In School Pep Rally coming up Friday with Dizzy googles relays, Homecoming Court makeovers, Hungry hippos, Donut eating contest, Paper airplane toss, Fight song standoffs and more class competitions.
- Executive sessions for the ASB officers. Talk over emotional/behavioral issues - trying to discuss how to fix in a way that doesn't have strict rules, but inspires kindness and includes students in sharing what they want to see in the school.
- Thank you to local businesses that donate use of flatbed trailers for the noise parade, local car dealerships, fire and police.

Citizen Input

Information on Public Input policies is available at www.brookings.k12.or.us/board/. Written comments must be received at least 24 hours in advance of the meeting date and time. Interested members of the public who wish to speak at the meeting during the public comment time, can RSVP online up until noon on the day of the meeting. For in-person meetings, all are welcome to come to the meeting and fill out a "blue card" signifying that they would like to give public comment and give it to the Board Chair at the start of the meeting with no prior reservation or notification needed.

Citizen Input began at 5:50 p.m.

Commentor 1: Bob Gardner - "Bullying and FERPA regs"

Mr. Garder said he had 60 years of experience with the district and that his sons attended school in the district. He said that there seems to be a bullying problem in Brookings. He spoke with the Chairman and the Superintendent before the meeting about a specific Issue with FERPA and a recent incident that he was not happy about how it was handled. He said Police

should not be given video without family consent. Also: If a young person gets in trouble at school, kicking them out of sports is not the right answer.

Commentor 2: Marie Gardner - "Bullying"

Ms. Gardner said she also has a problem with the bullying in school. We all hear about school shootings, teen suicides. These start in most cases because of school bullying. Creates a cascading event that they act out in a way that is harmful to themselves or other people. I think (intervention) needs to start at Kalmiopsis. I think every one of my boys was bullied at KSchool. It needs to start there and intensify as it goes up in grades. You need to start there and come up with a plan to protect our kids. When parents drop off their kids they have the expectation to pick up an unharmed child.

Commentor 3: SkyMarie McDonald - "Bullying in the Schools"

Ms. McDonald said she has three children in the district — one at each level. She said she moved to Brookings to start a cool thing in this town and has since taught hundreds of kids in the arts; Tried to fill gaps in arts education. At this point, I am very concerned about my children's welfare and not sure I can remain here. I hear a lot from local kids. The things I am hearing are only getting worse. We were originally a homeschool family, but a time came when I needed to enroll my kids in public school to focus more on my business. All kids can share experiences of seeing or being bullied, and feeling scared. She heard of retaliation from student-to-student for bullying reporting. Eventually what happens is that the kid who reported gets whopped, physically, emotionally or mentally, she said. It just continues online. It was so different when we were kids. Kids these days have it so hard. What happens when a kid gets "written up"? - the perception is not much. Even if a kid gets a suspension ("day off") - they come back mad and looking to retaliate. Kids are suffering emotionally, physically, academically so they sit and suffer in silence or maybe they pull out of school and go and do online school or online charter school from their bedroom. Thank goodness we have those options, but I want our schools to be a good option for all kids. What if you are a child of color, what if you are a LGBTQIA kid? What if you are a kid with different interests or an artsy kid? I would encourage us to continue to make opportunities where all kids plug in. So what can we do? We can continue to create more opportunities, diversify opportunities ...find belonging ... it must be more than just a one-day per week afterschool club. You have to be able to find your place of belonging, your safe space every day. I remember a teacher of influence in my life who helped my parents see what I needed and support me. We need those types of teachers to be able to meet up with those kids. I wonder if our teachers feel safe here? We need to teach tolerance, empathy, etc. I agree as a teacher that kids are different than before the pandemic. I can't just start with teaching dance on Day 1. I don't think we are ready to dive right back into academics. We have more pre work to do. Take this seriously. Find out why students are leaving the district. I heard of two more today. I am here because I love this community. I want to stay in this community. I have submitted my application to work in your schools.

Commentor 4: Rob Gardner "Bullying and FERPA"

Well, my mom and my dad pretty much covered everything I wanted to speak about. Also Sky. I'm here because this is important. I remember the bullying when we went to school back then. Some of the people that you and I (Alan) went to school with are now homeless in Harbor or chose Thomas Creek (suicide). Kids are being bullied while they sleep. I don't know about the data we are collecting. I don't know if Panorama data and number of suspensions is enough. For kids who leave, I don't know if we can do some sort of exit survey to collect data. I was very heartened by what Mr. Walker (student rep) said about the students recognizing an issue and stepping up. Please keep at that. Right now we depend on reporting (by kids who are going through something tough emotionally) that is not effective. 1 out of 10 kids are probably coming home and telling their parents the true unadulterated truth. I know I can drive through town and see bullying going on. I hope that the educators are allowed, encouraged to speak up and make sure that this gets addressed. One last thing that I want to touch on. I am concerned with FERPA and how everything that happens when there is an incident should "protect the district from liability." As a taxpayer this concerns me. Idea: Adopt a metric that shows success/failure with bullying.

Consent Agenda

(Approve Minutes; Approve Bills; Approve New Hires; Approve Extra Duty Contracts; Acceptance of Gifts & Donations; Disposal of Surplus Property)

Janece Payne made a motion to approve the consent agenda. Jay Trost seconded.

Discussion:

Alan Nidiffer: Thank you for the donations that we continue to receive as a district. They are very much appreciated. Thank you for those parties that make the donations each month.

Vote called:

Katherine - yea

Janell - yes

Janece - yes

Jay - yes

Alan - yes

Consent agenda approved 5-0. Passes.

District Reports and Information

Comments from the Superintendent

- **Bond Planning Update**
- **Division 22 Standards Report to the Community**
- **Student Investment Account (SIA) Annual Report**
- **Updated ARs (DLC-AR Draft Staff Reimbursement)**

District Reports

Finance Reports

Enrollment Summary Division 22 Compliance Report

Superintendent's Comments:

David Marshall

- Possible future bond campaign: I have discussed with a firm doing a survey of the community to determine areas of support and areas that the community is not interested in in terms of a future bond on the ballot. We have found an organization that does polling. They recommended that we don't engage in the survey right before the election. We will use this time to work on the survey questions. In late November, the survey will be released. The goal and hope is that this will inform the board. Should have information in early December to look at. If we do decide to proceed, the timeline for May might be very tight.
- Division 22 standards: These are the compliance standards that define public schools. Last year we were out of compliance on state testing (due to the state making it optional). We are again fully compliant with the Division 22 standards again after assessments performed last Spring.
- SIA Annual Report: Using Student Investment Account (SIA) funds, district was able to add one more teacher (art teacher at the elementary level) allowing all students to go until 3 p.m. daily. Also able to do some other one-time things due to salary savings on new staff (lower end of salary) range. At the district level, we want to be very intentional about getting out to the community groups and engaging the community about how the money has been spent, should be spent - as well as all of the work we have done with strategic planning ... Getting the word out and telling our story.
- Updated AR - Staff Reimbursement AR once again updated. Took good idea from the city. If a staff member wants to take their own vehicle they get ½ reimbursement.

Questions on District Reports and Information:

- Alan Nidiffer: The enrollment in the year to year report is one of the lowest since the 1980s.
- David Marshall: It has been a long term trend. We are back on trend since COVID. A net slow decline..
- Jay Trost and the Board discussed current online school option with the district (Brookings-Harbor Online Academy - BHOA)
- Brian Walker: BHOA - I noticed that it is a solid option for students. Edgenuity works, it's just an old program. That's one issue I notice with it as a student.
- David Marshall: Only available to local kids. Parents need to be made more aware that it allows accessing extracurricular activities or a more seamless moving back to in-person classes.

- Janece Payne: Are they streaming from the actual classrooms?
- David Marshall: No - that would have to be synchronous and there are other logistical and privacy challenges. Edgenuity provides an asynchronous model.
- Enrollment mentioned as a possible future workshop topic.

Student Investment Account Annual Report Public Comments

The public is invited to submit questions and/or comments about Brookings-Harbor School District's Student Investment Account Annual Report regarding past investments of Student Investment Account funds in the district and your priorities for future funding investments from SIA and other new funding sources. You can find a PDF document of the 2021-22 SIA Annual Report Draft and the comment form on the district website on the Student Success Act information page at

<https://www.brookings.k12.or.us/apps/pages/ssa>. Please complete the online form, submit written comments on this topic, or notify of your intent to join the virtual meeting to give comments by 2 p.m. on the day of the board meeting by contacting Administrative Assistant to the Board Nancy Raskauskas-Coons at nancyr@brookings.k12.or.us or 541-464-7443 (Ext. 5105 or Select Option 5).

A Public Comment Opportunity on Student Investment Account was given at the Regular Board Meeting. Alan Nidiffer opened the public comment period at 6:33 p.m. Alan Nidiffer closed the public comment period at 6:34 p.m., seeing and hearing no one present in the audience who wished to comment or had requested to.

Discussion:

Janece Payne: How can we inform about the SIA survey better? Be more proactive and get out in the community?

David Marshall: We need a runway to figure out shifting priorities (with time to implement changes).

Jay Trost: We are not talking about pocket change - these are big dollars that come into the community that we should be talking about. Many of these programs (summer enrichment, fencing, etc.) are coming from these new funds that are not part of the district general fund.

Janece Payne: Is this money "Use it or lose it?"

David Marshall: Yes, if not used the money goes back to the state.

Brian Walker left the meeting at 6:36 p.m. (Non-voting member)

Action Items

Board Policy First Reads

- **Executive Summary**
- **IGBAF – Special Education – Individualized Education Program (IEP)**
- **IGBB – Talented and Gifted Program and/or Services**
- **IGBBA – Talented and Gifted Students - Identification**

- **IGDJ – Interscholastic Activities**
- **IK – Academic Achievement**
- **IKF – Graduation Requirements**
- **JGAB – Use of Restraint or Seclusion**

Janell Howard moved to pass the included policies (IGBAF, IGBB, IGBBA, IGDJ, IK, IKG, and JGAB) to second reading. Jay Trost seconded the motion.

Discussion:

Ensure grammar and word choice consistency. For example “ofs” need to be changed consistently to “ins” in Graduation Requirement policy listing out needed credits in each subject area.

Vote called:

Katherine - aye

Janell - yes

Janece - aye

Jay - yes

Alan - yes

Passes 5-0 to move set of first read policies on to a second reading at the next regular board meeting.

Board Functions and Comments

Budget Committee Vacancies

Janece Payne made a motion to appoint Dona Dotson to the 2022 budget committee. Jay Trost seconded the motion.

Discussion:

Dona looking forward to getting started.

Vote called:

Katherine: Yea

Janell: Yes

Janece: Yes

Jay: Yes

Alan: Yes

Motion passed 5-0 to appoint Dona Dotson for the term applied for in her application to the BHSD17c budget committee.

Review Board Goals

Review District Priorities

Key Dates and Calendar Updates

- **Invitation - OSBA Legislative Roadshow, 6 p.m. Wednesday, Oct. 26, South Coast ESD, 1350 Teakwood Ave., Coos Bay**
- **Special Meeting - School Board Work Session, 5:30 p.m. Nov. 2, 2022, Kalmiopsis Elementary School Rm 51, 650 Easy St., Brookings.**
- **76th Annual OSBA Convention, Nov. 11-13, 2022. Portland Marriott Downtown Waterfront.**
- **Proposed New deadline for 22-23 Budget Committee Applications, 4 p.m. Nov. 11, 2022.**
- **Regular School Board Meeting (November), 5:30 p.m. Nov. 16, 2022, Kalmiopsis Elementary School Library, 650 Easy St., Brookings.**
- **Special Meeting - School Board Executive Session/Work Session, 5:30 p.m. Dec. 7, 2022, Kalmiopsis Elementary School Rm 51, 650 Easy St., Brookings.**
- **(Rescheduled) Regular School Board Meeting (December), 5:30 p.m. Dec. 14, 2022, Kalmiopsis Elementary School Library, 650 Easy St., Brookings.**

Final comments:

Jay Trost: I believe there is additional required attention needed on the bullying issue brought before the board tonight. There is no learning without safety and we have that obligation. Another deep dive; Root causes needed. How can we come together as a collective - one mind to help that issue?

Alan Nidiffer: We stand ready as a board to help with this issue.

Meeting dates reviewed.

Janell Howard: Simple request - Let's move the budget committee applications up higher on the agenda (so we don't have perspective appointee having to sit through long meeting).

Adjournment

Alan Nidiffer adjourned the meeting at 6:48 p.m.

DRAFT Minutes

School Board Work Session, 5:30 p.m.

Wednesday, Nov. 2, 2022

Kalmiopsis Elementary/Room 51, 650

Easy St., Brookings, OR 97415

Meeting recorded via Zoom. Video available at <https://youtu.be/CUKgKEjfeuw>

In attendance:

Alan Nidiffer, School Board Chair

Janece Payne, School Board Member

Janell Howard, School Board Member

David Marshall, Superintendent

Nancy Raskauskas-Coons, Admin Asst to the Board

Heather Severns, Incoming Interim Admin Asst to the Board

Absent:

Jay Trost, School Board Member

Katherine Johnson, School Board Member

1. Call Meeting to Order

Alan Nidiffer called meeting to order at 5:32 p.m.

2. Building Presentation - Azalea Middle School (Principal Vickie Nigh and Vice Principal Larina Warnock presenting)

- Fantastic October - lots of school activities (Spirit Week, School Carnival, etc)
- Supporting relationships
 - Working on a schoolwide climate and culture of "All Students Belong" (For example, teachers all stand at the door to welcome students in at passing times)
 - Continuing work with Sound Discipline on establishing classroom meetings
 - Hearing that students are starting to feel more comfortable reporting incidents
 - Restorative practices (letting kids work and talk out issues)
 - Discipline consequences
 - Strategizing how to overcome issues in school - rebuilding social skills after the COVID years

- Example: Parent and student coming together to report an incident to AMS leadership team. Overcoming the fear that there will be no follow-through, nothing will be done. Making good strides in that area working with the community and students to address.
- Lunch buddy groups at counseling center - practice social skills, friendship skills, structured time
- Coming up with strategies to avoid incentivizing misbehavior by making hanging out in student services “too comfortable” (After school detention, Saturday school detention).
- De-escalation skills - teaching students not to have the last word and continually up the ante of conflict by responding to negative comments.
- SEL groups with Counselor Kara
- Have talked to the Juvenile Department about having some classes
- Panorama data is being looked at by Nathan (one of the Equity/Crownapple consultants)
- Brand new electives
- Volunteer student advocacy group - 22 students that meet with Principal and give feedback and insights. (2 things they like and 2 things that are issues that they feel should be addressed). Top topics: Bully (insults, threats and rumors), Eating outside
- Conversation around cell phones (photos of students/teachers that should not be taken under the “off and away policy” - Moving forward with backpack or locker (not just in a pocket). Good process to go through.

- Supporting student success
 - Panorama survey data digging - identifying specific students who might need to move to an upper tier of social-emotional support based on their self-efficacy scores in particular.
 - Blast writing daily - benchmarking to standards
 - Math department is doing iReady testing - diagnostics to see where students are at. Trying to figure out the gaps in learning with COVID. Math, ELA and social studies teams are working together.
 - Grade level teams are coming up with standardized procedures in their classrooms - for example, what is a tardy?
 - Increasing communication with families. We have a lot of new teachers on staff. Trying to support them in learning how do you have positive conversations and how do you have hard conversations with parents?
 - Increasing communication with families from the Admin team - discovered a negative social media group - to address their student’s posts in the public group Some discipline of students who broke media policy by posting photos of other students in school. 15 or so meetings with families so far. Family reaction was mixed.
 - Adding a door for privacy to Larina’s office. Can also report over email. Can also report anonymously via SafeOregon.

- Exploring project based learning - will help prepare teachers for the block schedule that we will be running a “mock trial” of after Thanksgiving.
- MTSS process (guiding coalition of teachers who attended PLC conference is looking at interventions for both low achieving and high achieving students to keep them engaged.
- Supporting ELD, 504 and Sped students via MTSS process.
 - Tier 1 - impacts all students
 - Tier 2 - students need a little more support
 - Tier 3 - students need a lot of interventions and supports
 - Sped students are all fully integrated into classes.
- Supporting staff success
 - Weekly staff meetings
 - Staff empathy meetings - Principal listening to each teacher individually to ask how are things going? (about $\frac{3}{4}$ of the way through staff)
 - PLC process (every Wednesday meetings - Admin attending)
 - Additional support for Sound Discipline
 - It's been difficult in the building that we lost 3 teachers right away. We are stable, we have people in there with Helena's support. 3 long-term subs at this time.

Comment from Alan Nidiffer: Huge issue nationwide trying to find qualified people.

Vickie Nigh response: Excited about possibilities for potential hires, training, helping qualified long-term subs get teacher's licenses

Additional Title IX training, harassment and discrimination training coming up for AMS

Josephine Count SART team

Newport School District anti-bullying book study example - considering.

Attendance highlights - has been very strong all three grades are 90% or above since beginning of 2022-23 school year

Discipline - Looking at 188 referrals since the beginning of the school year. New staff and new admin. Holding high expectations and holding line across the board. Looked back at previous years and this is not completely out of bounds has varied from 0 to 50 to about the same at this point in the year.

Mock block schedule under development.

Flex block schedule

M - All 7 classes

T - 80 minute classes and only 3

W - 3 classes

Th - 3 classes

F - Flex block for intervention time

Trying to fine-tune passing times to reduce passing time and hopefully lower amount of bullying incidents and referrals.

Piloting at the middle and high school for 3 weeks prior to Winter Break.

Question from Janell Howard: Most of us who have been here awhile have been through the block and traditional schedule back and forth. A negative experience in past. Worry that will be harder even for the middle school due to the lack of student attention span.

David Marshall response: AMS is participating in the mock block because of the way that AMS students can attend classes at the high school. Will be debriefing from the student, parent and high school perspective. It's a big lift to do the 3-week pilot, but will give the district good information about how to proceed, and what type of schedule to proceed with next year.

Upcoming events:

Girls basketball

Wresting

Parent Teacher Conferences

Holiday Baazar

Winter Formal Dance

AMS Winter Band and Choir concert

Student skits -evening drama performance Dec. 15

Turkey Trot is coming back - Leadership Class (Boyatt) is putting on, and Mr. Kleespies is helping with some mentoring.

PTO did a fabulous job with the Fall Carnival.

Thank you. Questions?

Alan Nidiffer question: What can we do for AMS? What do you need?

Vickie Nigh response: Feeling supported by Supt, new initiatives, and new Vice Principal partnership.

End presentation: 6:20 p.m.

3. Policy Preview

- Executive Summary of Policy Proposals that will come to the Board for "First Read" at November 16th Regular Meeting as "highly recommended" policy changes:
 - CB – Superintendent, Highly Recommended
 - CPA - Layoff and Recall for Administrators, Highly Recommended
 - DBEA – Budget Committee, Highly Recommended
 - EFA – Local Wellness, Required (Held from October First Reads)

- GCBDB/GDBDB – Early Return to Work, Highly Recommended
- IGAI – Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**, Highly Recommended
- IGBHE – Expanded Options Program**, Highly Recommended
- IMB – District Improvement Program, Highly Recommended
- JEA – Compulsory Attendance**, Highly Recommended
- JHC – Student Health Services**, Highly Recommended

Note on DBEA - If the board approves this policy recommendation it would expand the Budget Committee from 5 to 7 citizen members.

Consensus to hold DBEA for more information, slower phase in.

Please send additional questions to David about clarifications and modifications to address at first reads at the next meeting.

End preview at 6:28 p.m.

4. ODE Integrated Guidance Community Engagement

Intent is to align and streamline significant ODE initiatives and requirements.

- Intentional about getting engagement/information from families. Putting questions in front of community groups, staff, students, and required focal groups.
- Positive is less asking of small focal groups for repeated input. The downside is that this alignment does not really lighten the load for reporting and requirements administratively.
- Hopefully will evolve to be more streamlined so that these departments at ODE communicate better with each other and align processes.
- Get a process going so that we don't have to restart over and over.
- Postcards for community survey to be handed out at Parent-Teacher conferences.

5. Future Work Session Topics

- N/A
- Next month will be a Superintendent evaluation-dedicated meeting. TFS is live to staff and the community.
- OSBA Convention is next week.
- Looking at gathering some data after the holidays on year-round school interest.

6. Adjournment

Alan Nidiffer adjourned the meeting at 6:41 p.m.

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|-----------|--------------|--------|--------------|---------------------------------|----------|------------|
| AIRGAS CO | | 128555 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$1,055.89 |
| AMAZON | | 128509 | GENERAL FUND | GUIDANCE SERVICES | SUPPLIES | \$132.91 |
| | | 128509 | GENERAL FUND | LIFE SKILLS | SUPPLIES | \$727.43 |
| | | 128509 | GENERAL FUND | MIDDLE/JUNIOR HIGH PROGRAMS | SUPPLIES | \$33.49 |
| | | 128509 | GENERAL FUND | SPECIAL EDUCATION DIRECTOR | SUPPLIES | \$171.55 |
| | | 128509 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$389.26 |
| | | 128509 | GENERAL FUND | STUDENTS WITH DISABILITIES | SUPPLIES | \$696.14 |
| | | 128556 | GENERAL FUND | ELEMENTARY | SUPPLIES | \$49.94 |
| | | 128556 | GENERAL FUND | GUIDANCE SERVICES | SUPPLIES | \$264.09 |
| | | 128556 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$47.90 |
| | | 128556 | GENERAL FUND | LIFE SKILLS | SUPPLIES | \$116.85 |
| | | 128556 | GENERAL FUND | SPECIAL EDUCATION DIRECTOR | SUPPLIES | \$42.76 |
| | | 128556 | GENERAL FUND | STUDENTS WITH DISABILITIES | SUPPLIES | \$315.87 |
| | | 128593 | GENERAL FUND | GUIDANCE SERVICES | SUPPLIES | \$71.03 |
| | | 128593 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$151.89 |
| | | 128593 | GENERAL FUND | MIDDLE/JUNIOR HIGH PROGRAMS | SUPPLIES | \$33.98 |
| | | 128593 | GENERAL FUND | SPEECH PATHOLOGY | SUPPLIES | \$67.68 |
| | | 128593 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | GARBAGE | \$0.00 |
| | | 128593 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$287.20 |
| | | 128723 | GENERAL FUND | ELEMENTARY | SUPPLIES | \$25.99 |
| | | 128723 | GENERAL FUND | FISCAL SERVICES | SUPPLIES | \$84.97 |
| | | 128723 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$617.95 |
| | | 128723 | GENERAL FUND | LIFE SKILLS | SUPPLIES | \$144.40 |
| | | 128723 | GENERAL FUND | SPECIAL EDUCATION DIRECTOR | SUPPLIES | \$59.40 |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|-------------------------------|--------------|--------|--------------|--|---------------------------------------|------------|
| Remit Name | | | | | | |
| | | 128723 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | GARBAGE | \$0.00 |
| | | 128723 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | (\$69.99) |
| | | 128723 | GENERAL FUND | STUDENTS WITH DISABILITIES | SUPPLIES | \$311.75 |
| | | | | Total for AMAZON | | \$4,774.44 |
| ARNOLD, CHRISTINA A | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| BADGER, CYNTHIA D | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| BEAMAN, JESS | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| BELL, WADE L | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| BICOASTAL MEDIA | | 128596 | GENERAL FUND | INFORMATION SERVICES | ADVERTISING | \$340.00 |
| BIO-MED TESTING SERVICES INC | | 128597 | GENERAL FUND | STAFF SERVICES | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$960.00 |
| | | 128597 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$60.00 |
| | | | | Total for BIO-MED TESTING SERVICES INC | | \$1,020.00 |
| BLUE STAR GAS | | 128558 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | FUEL | \$1,201.83 |
| CANON FINANCIAL SERVICES INC. | | 128510 | GENERAL FUND | ELEMENTARY | RENTALS | \$15.62 |
| | | 128510 | GENERAL FUND | ELEMENTARY | REPAIR AND MAINTENANCE | \$0.00 |
| | | 128600 | GENERAL FUND | ELEMENTARY | RENTALS | \$739.28 |
| | | 128600 | GENERAL FUND | ELEMENTARY | REPAIR AND MAINTENANCE | \$623.93 |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|------------------------|--------------|--------|--------------|---|-------------------------------------|------------|
| Remit Name | | | | | | |
| | | 128600 | GENERAL FUND | FISCAL SERVICES | RENTALS | \$210.56 |
| | | 128600 | GENERAL FUND | FISCAL SERVICES | REPAIR AND MAINTENANCE | \$85.46 |
| | | 128600 | GENERAL FUND | HIGH SCHOOL PROGRAMS | RENTALS | \$439.59 |
| | | 128600 | GENERAL FUND | HIGH SCHOOL PROGRAMS | REPAIR AND MAINTENANCE | \$89.37 |
| | | 128600 | GENERAL FUND | MIDDLE/JUNIOR HIGH PROGRAMS | RENTALS | \$467.48 |
| | | 128600 | GENERAL FUND | MIDDLE/JUNIOR HIGH PROGRAMS | REPAIR AND MAINTENANCE | \$141.13 |
| | | 128600 | GENERAL FUND | OFFICE OF THE PRINCIPAL | RENTALS | \$18.48 |
| | | 128600 | GENERAL FUND | OFFICE OF THE PRINCIPAL | REPAIR AND MAINTENANCE | \$29.53 |
| | | 128600 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | RENTALS | \$0.00 |
| | | 128600 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | REPAIR AND MAINTENANCE | \$20.12 |
| | | 128600 | GENERAL FUND | STUDENTS WITH DISABILITIES | RENTALS | \$134.86 |
| | | 128600 | GENERAL FUND | STUDENTS WITH DISABILITIES | REPAIR AND MAINTENANCE | \$98.08 |
| | | | | Total for CANON FINANCIAL SERVICES INC. | | \$3,113.49 |
| CASCADE HOME CENTER | | | | | | |
| | | 128559 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$20.17 |
| | | 128602 | GENERAL FUND | CARE AND UPKEEP OF BUILDINGS | SUPPLIES | \$29.45 |
| | | 128602 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$57.96 |
| | | 128726 | GENERAL FUND | CARE AND UPKEEP OF BUILDINGS | SUPPLIES | \$411.92 |
| | | 128726 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$134.71 |
| | | 128726 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$89.98 |
| | | | | Total for CASCADE HOME CENTER | | \$744.19 |
| CASTLEBERRY, CHRISTINE | | | | | | |
| | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| CHAPMAN, NICHOLAS | | | | | | |
| | | 128603 | GENERAL FUND | INSTRUCTIONAL SERVICES | TUITION REIMBURSEMENT | \$231.42 |
| CHEN, SHUMAN | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|---------------------------------------|--------------|--------|--------------|---|-------------------------------------|-------------|
| Remit Name | | | | | | |
| | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| CHETCO AUTOMOTIVE MARINE & INDUSTRIAL | | 128604 | GENERAL FUND | CARE & UPKEEP OF GROUNDS | SUPPLIES | \$24.99 |
| CHRISTENSEN, ANDREA | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| CITY OF BROOKINGS | | 128605 | GENERAL FUND | MAINTENANCE SERVICES | WATER AND SEWAGE | \$4,434.22 |
| CLARK, MANDY E | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| COASTAL COPIER SALES | | 128511 | GENERAL FUND | MIDDLE/JUNIOR HIGH PROGRAMS | SUPPLIES | \$300.00 |
| COASTAL PAPER & SUPPLY INC | | 128606 | GENERAL FUND | CARE AND UPKEEP OF BUILDINGS | REPAIR AND MAINTENANCE | \$968.34 |
| | | 128606 | GENERAL FUND | CARE AND UPKEEP OF BUILDINGS | SUPPLIES | \$2,409.03 |
| | | 128728 | GENERAL FUND | CARE AND UPKEEP OF BUILDINGS | SUPPLIES | \$315.03 |
| | | | | Total for COASTAL PAPER & SUPPLY INC | | \$3,692.40 |
| COOS CURRY ELECTRIC CO-OP INC | | 128512 | GENERAL FUND | MAINTENANCE SERVICES | ELECTRICITY | \$11,227.33 |
| | | 128608 | GENERAL FUND | MAINTENANCE SERVICES | ELECTRICITY | \$914.32 |
| | | | | Total for COOS CURRY ELECTRIC CO-OP INC | | \$12,141.65 |
| CORPENNING, JULIETTE | | 128544 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| COSA | | 128609 | GENERAL FUND | OFFICE OF THE SUPERINTENDENT | TRAVEL | \$295.00 |
| | | 128730 | GENERAL FUND | OFFICE OF THE PRINCIPAL | TRAVEL | \$295.00 |
| | | | | Total for COSA | | \$590.00 |
| COUNTRY MEDIA, INC | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|-----------------------------|--------------|--------|--------------|---------------------------------|-------------------------------------|-------------|
| Remit Name | | | | | | |
| | | 128610 | GENERAL FUND | OFFICE OF THE SUPERINTENDENT | PERIODICALS | \$78.00 |
| CRISIS PREVENTION INSTITUTE | | | | | | |
| | | 128732 | GENERAL FUND | SPECIAL EDUCATION DIRECTOR | PROFESSIONAL AND TECHNICAL SERVICES | \$4,249.00 |
| CROUCH, CINDY L | | | | | | |
| | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| CROWE, PEGGY D | | | | | | |
| | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| CTR INC | | | | | | |
| | | 128514 | GENERAL FUND | MAINTENANCE SERVICES | GARBAGE | \$650.95 |
| | | 128514 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | GARBAGE | \$0.00 |
| | | 128611 | GENERAL FUND | MAINTENANCE SERVICES | GARBAGE | \$3,631.38 |
| | | 128611 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | GARBAGE | \$852.00 |
| | | | | Total for CTR INC | | \$5,134.33 |
| DAY WIRELESS SYSTEMS | | | | | | |
| | | 128560 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | NON CONSUMABLE SUPPLIES | \$761.30 |
| DHS RECEIPTING UNIT | | | | | | |
| | | 128515 | GENERAL FUND | YOUTH TRANSITION PROGRAM | PROFESSIONAL AND TECHNICAL SERVICES | \$58,225.26 |
| DICK BLICK ART MATERIALS | | | | | | |
| | | 128733 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$57.20 |
| DIETRICH, DANNIELLE | | | | | | |
| | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| DION, LISA | | | | | | |
| | | 128561 | GENERAL FUND | FISCAL SERVICES | SUPPLIES | \$113.81 |
| DONGELMANS, SHANNAH | | | | | | |
| | | 128562 | GENERAL FUND | FISCAL SERVICES | SUPPLIES | \$468.28 |
| | | 128562 | GENERAL FUND | Undesignated | Salaries Payable Liability | \$199.63 |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 100 | GENERAL FUND | | Check# | FUND | FUNCTION | OBJECT | Amount |
|----------------------------------|--------------|--------|--------------|------|---------------------------------|-------------------------------------|------------|
| Remit Name | | | | | | | |
| EVERYDAY SPEECH | | | | | | | |
| | | 128613 | GENERAL FUND | | SPEECH PATHOLOGY | SUPPLIES | \$299.99 |
| FAR WEST STEEL | | | | | | | |
| | | 128517 | GENERAL FUND | | HIGH SCHOOL PROGRAMS | SUPPLIES | \$515.68 |
| | | 128734 | GENERAL FUND | | HIGH SCHOOL PROGRAMS | SUPPLIES | \$832.84 |
| | | | | | Total for FAR WEST STEEL | | \$1,348.52 |
| FASTENAL | | | | | | | |
| | | 128614 | GENERAL FUND | | HIGH SCHOOL PROGRAMS | SUPPLIES | \$96.60 |
| FIELDPRINT, INC. | | | | | | | |
| | | 128564 | GENERAL FUND | | FISCAL SERVICES | DUES AND FEES | \$25.00 |
| FOLLETT CONTENT SOLUTIONS, LLC | | | | | | | |
| | | 128565 | GENERAL FUND | | EDUCATIONAL MEDIA SERVICES | LIBRARY BOOKS | \$998.34 |
| FOWLER, MARYJANE | | | | | | | |
| | | 0 | GENERAL FUND | | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| FREIGHTLINER NORTHWEST | | | | | | | |
| | | 128519 | GENERAL FUND | | STUDENT TRANSPORTATION SERVICES | REPAIR AND MAINTENANCE | \$162.62 |
| FRONTLINE TECHNOLOGIES GROUP LLC | | | | | | | |
| | | 128520 | GENERAL FUND | | STAFF SERVICES | COMPUTER SOFTWARE | \$3,197.00 |
| FULTON, JASON P | | | | | | | |
| | | 0 | GENERAL FUND | | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| FULTON, KRISTI J | | | | | | | |
| | | 0 | GENERAL FUND | | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| GARRETT HEMANN ROBERTSON PC | | | | | | | |
| | | 128619 | GENERAL FUND | | OFFICE OF THE SUPERINTENDENT | LEGAL SERVICES | \$825.00 |
| GARRISON, SANDRA M | | | | | | | |
| | | 0 | GENERAL FUND | | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| GASTONGUAY, CONNIE | | | | | | | |
| | | 128566 | GENERAL FUND | | FISCAL SERVICES | SUPPLIES | \$10.30 |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 100 | GENERAL FUND | | Check# | FUND | FUNCTION | OBJECT | Amount |
|------------------------|-----------------------------|--------------|--------|--------------|---------------------------------|-------------------------------------|------------|
| Remit Name | | | | | | | |
| GOLD BEACH LUMBER | | | | | | | |
| | 128567 | GENERAL FUND | | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$175.14 |
| | 128621 | GENERAL FUND | | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$61.47 |
| | Total for GOLD BEACH LUMBER | | | | | | \$236.61 |
| GONZALES JR, BUELL | | | | | | | |
| | 128622 | GENERAL FUND | | GENERAL FUND | Undesignated | Accounts Payable | \$34.00 |
| GOODHEART AND WILCOX | | | | | | | |
| | 128521 | GENERAL FUND | | GENERAL FUND | HIGH SCHOOL PROGRAMS | TEXTBOOKS | \$1,943.58 |
| GP ENERGY | | | | | | | |
| | 128623 | GENERAL FUND | | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | FUEL | \$3,153.23 |
| | 128739 | GENERAL FUND | | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | FUEL | \$3,277.86 |
| | Total for GP ENERGY | | | | | | \$6,431.09 |
| GUTIERREZ, DARCIE J | | | | | | | |
| | 0 | GENERAL FUND | | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| HARRIS, GINA L | | | | | | | |
| | 128545 | GENERAL FUND | | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| HAUCK, EMALEE S | | | | | | | |
| | 0 | GENERAL FUND | | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| HEDENSKOG, SHEILA M | | | | | | | |
| | 0 | GENERAL FUND | | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| HERNANDEZ, FRANK A | | | | | | | |
| | 0 | GENERAL FUND | | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| HERNANDEZ, LYNETTE | | | | | | | |
| | 0 | GENERAL FUND | | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| HOLLORAN ROUSE, NICOLE | | | | | | | |
| | 128546 | GENERAL FUND | | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| HOVEN, KENDRA K | | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|------------------------------|--------------|--------|--------------|---------------------------------|---------------------------------------|----------|
| | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| HUNGERFORD LAW FIRM | | 128568 | GENERAL FUND | SPECIAL EDUCATION DIRECTOR | LEGAL SERVICES | \$506.30 |
| HUNT, TRUDY E | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| INTERPATH LABORATORY, INC. | | 128522 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$9.77 |
| J.W. PEPPER & SON, INC. | | 128523 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$111.00 |
| JEFFERIES, ANGELA L | | 128547 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| KING, JENNIFER L | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| KLEESPIES, KRISTY A | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| LAMB, CHRISTINA E | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| LANGUAGE LINE SERVICES, INC. | | 128524 | GENERAL FUND | INTERPRETATION AND TRANSLATION | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$125.00 |
| LAURO, ALESANDRO V | | 128548 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| LAWRENCE COMPANY | | 128525 | GENERAL FUND | FISCAL SERVICES | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$160.00 |
| LEIGH, MAUREEN F | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| LES SCHWAB TIRE CENTER INC | | 128741 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$136.01 |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|------------------------------------|--------------|--------|--------------|---------------------------------|-------------------------------------|-------------|
| Remit Name | | | | | | |
| LOEN, AMY | | 128629 | GENERAL FUND | FISCAL SERVICES | SUPPLIES | \$166.03 |
| | | 128629 | GENERAL FUND | Undesignated | Salaries Payable Liability | \$332.07 |
| | | | | Total for LOEN, AMY | | \$498.10 |
| LOPEZ, JENNIFER | | 128571 | GENERAL FUND | HUMAN RESOURCES | TRAVEL | \$162.25 |
| LOPEZ-STONE, JENNIFER C | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| MANLEY, ALLY M | | 128526 | GENERAL FUND | FISCAL SERVICES | SUPPLIES | \$509.17 |
| MATHISON, LUKE T | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| MAXIM HEALTHCARE STAFFING SERVICES | | 128572 | GENERAL FUND | STUDENTS WITH DISABILITIES | PROFESSIONAL AND TECHNICAL SERVICES | \$23,813.75 |
| MCVAY, MELANIE | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| MILLS, TRISHA L | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| MISSION LINEN SUPPLY | | 128631 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$390.90 |
| | | 128742 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$50.43 |
| | | | | Total for MISSION LINEN SUPPLY | | \$441.33 |
| MORIN'S SCREEN PRINT | | 128632 | GENERAL FUND | ELEMENTARY | SUPPLIES | \$923.75 |
| MORRIS, MELINDA | | 128549 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| MUTCH, SUZANNE | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|----------------------------------|--------------|--------|--------------|-----------------------------------|---------------------------------------|------------|
| Remit Name | | | | | | |
| | | 128633 | GENERAL FUND | Undesignated | Salaries Payable Liability | \$166.79 |
| NAPA AUTO PARTS | | | | | | |
| | | 128575 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$447.53 |
| | | 128744 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$96.53 |
| | | | | Total for NAPA AUTO PARTS | | \$544.06 |
| NOLTE, BRITT C | | | | | | |
| | | 128550 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| NORTHWEST REGIONAL ESD | | | | | | |
| | | 128635 | GENERAL FUND | OFFICE OF THE SUPERINTENDENT | DUES AND FEES | \$184.00 |
| OREGON SMALL SCHOOLS ASSOCIATION | | | | | | |
| | | 128531 | GENERAL FUND | OFFICE OF THE SUPERINTENDENT | DUES AND FEES | \$1,500.00 |
| PACIFIC RIM COPY CENTER | | | | | | |
| | | 128637 | GENERAL FUND | STAFF SERVICES | SUPPLIES | \$276.00 |
| | | 128747 | GENERAL FUND | INFORMATION SERVICES | SUPPLIES | \$840.00 |
| | | | | Total for PACIFIC RIM COPY CENTER | | \$1,116.00 |
| PATTERSON, ETHAN | | | | | | |
| | | 128551 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| PEARSON CLINICAL ASST ORDER DEPT | | | | | | |
| | | 128578 | GENERAL FUND | PSYCHOLOGICAL SERVICES | SUPPLIES | \$903.98 |
| PETERS, TINA L | | | | | | |
| | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| Petrevics, Andrew E | | | | | | |
| | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| PIONEER HEALTHCARE SERVICES | | | | | | |
| | | 128748 | GENERAL FUND | OTHER STUDENT TREATMENT OT/PT | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$2,002.00 |
| PROCARE THERAPY, INC. | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|-----------------------|--------------|--------|--------------|-----------------------------------|--|------------|
| Remit Name | | | | | | |
| | | 128533 | GENERAL FUND | OTHER STUDENT TREATMENT OT/ PT | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$3,200.00 |
| | | 128749 | GENERAL FUND | OTHER STUDENT TREATMENT OT/ PT | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$6,400.00 |
| | | | | Total for PROCARE THERAPY, INC. | | \$9,600.00 |
| PRUITT, ASHLEY M | | 128552 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| PURCHASE POWER | | 128640 | GENERAL FUND | FISCAL SERVICES | POSTAGE | \$1,000.00 |
| QUILL CORPORATION | | 128508 | GENERAL FUND | EDUCATIONAL MEDIA SERVICES | SUPPLIES | \$1,483.12 |
| | | 128508 | GENERAL FUND | ELEMENTARY | SUPPLIES | \$1,236.46 |
| | | 128508 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$590.30 |
| | | 128508 | GENERAL FUND | OFFICE OF THE PRINCIPAL | SUPPLIES | \$474.14 |
| | | 128580 | GENERAL FUND | ELEMENTARY | SUPPLIES | \$387.78 |
| | | 128580 | GENERAL FUND | FISCAL SERVICES | SUPPLIES | \$192.90 |
| | | 128580 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$19.38 |
| | | 128641 | GENERAL FUND | ELEMENTARY | SUPPLIES | \$358.96 |
| | | 128641 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$26.52 |
| | | 128641 | GENERAL FUND | MIDDLE/JUNIOR HIGH PROGRAMS | SUPPLIES | \$134.10 |
| | | 128751 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$6.38 |
| | | | | Total for QUILL CORPORATION | | \$4,910.04 |
| REALLON, MARILYN | | 128643 | GENERAL FUND | FISCAL SERVICES | SUPPLIES | \$79.26 |
| REALLY GOOD STUFF INC | | 128644 | GENERAL FUND | ELEMENTARY | SUPPLIES | \$49.94 |
| ROSE, TRASEE A | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| RYAN, JOAN L | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 100 | GENERAL FUND | | Check# | FUND | FUNCTION | OBJECT | Amount |
|------------------------|--------------|--------|--------------|------|-----------------------------|-------------------------------------|------------|
| Remit Name | | | | | | | |
| | | 0 | GENERAL FUND | | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| SAIF CORPORATION | | | | | | | |
| | | 128646 | GENERAL FUND | | ELEMENTARY | WORKERS COMPENSATION | \$6,348.89 |
| | | 128646 | GENERAL FUND | | MIDDLE/JUNIOR HIGH PROGRAMS | WORKERS COMPENSATION | \$681.71 |
| | | | | | Total for SAIF CORPORATION | | \$7,030.60 |
| SAUCERMAN, LAURA | | | | | | | |
| | | 0 | GENERAL FUND | | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| SAUNDERS, ALEXIS N. | | | | | | | |
| | | 0 | GENERAL FUND | | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| SAUNDERS, FAITH L | | | | | | | |
| | | 0 | GENERAL FUND | | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| SCHOLASTIC BOOK CLUBS | | | | | | | |
| | | 128582 | GENERAL FUND | | LIFE SKILLS | SUPPLIES | \$167.02 |
| SCHOOL DATEBOOKS, INC. | | | | | | | |
| | | 128583 | GENERAL FUND | | HIGH SCHOOL PROGRAMS | TEXTBOOKS | \$1,889.79 |
| SHAW, MONICA A | | | | | | | |
| | | 0 | GENERAL FUND | | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| SHERBOURNE, CONNIE L | | | | | | | |
| | | 0 | GENERAL FUND | | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| SHEW, LORINDA | | | | | | | |
| | | 0 | GENERAL FUND | | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| SHIELDS, ALISON | | | | | | | |
| | | 128535 | GENERAL FUND | | Undesignated | Accounts Payable | \$500.00 |
| | | 128553 | GENERAL FUND | | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| | | | | | Total for SHIELDS, ALISON | | \$1,000.00 |
| SLATER, DANIELLE M | | | | | | | |
| | | 0 | GENERAL FUND | | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| SMITH, JILL J | | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|-----------------------|--------------|--------|--------------|------------------------------|-------------------------------------|------------|
| Remit Name | | | | | | |
| | | 128554 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| SMITH, SEAN | | 0 | GENERAL FUND | STUDENTS WITH DISABILITIES | PROFESSIONAL AND TECHNICAL SERVICES | \$4,725.00 |
| STUMPENHAUS, WADE C | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| TAMONDONG, COREY | | 128654 | GENERAL FUND | Undesignated | Salaries Payable Liability | \$2,817.54 |
| TEACHERS PAY TEACHERS | | 128588 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$25.58 |
| TIPPMAN, DANE | | 128655 | GENERAL FUND | Undesignated | Accounts Payable | \$424.72 |
| UMPQUA BANK | | 0 | GENERAL FUND | EDUCATIONAL MEDIA SERVICES | SUPPLIES | \$672.03 |
| | | 0 | GENERAL FUND | ELEMENTARY | COMPUTER SOFTWARE | \$2,240.00 |
| | | 0 | GENERAL FUND | ELEMENTARY | SUPPLIES | \$478.22 |
| | | 0 | GENERAL FUND | FISCAL SERVICES | DUES AND FEES | \$1,377.50 |
| | | 0 | GENERAL FUND | HIGH SCHOOL PROGRAMS | DUES AND FEES | \$196.00 |
| | | 0 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$1,342.84 |
| | | 0 | GENERAL FUND | HUMAN RESOURCES | SUPPLIES | \$280.63 |
| | | 0 | GENERAL FUND | HUMAN RESOURCES | TRAVEL | \$399.00 |
| | | 0 | GENERAL FUND | MIDDLE/JUNIOR HIGH PROGRAMS | SUPPLIES | \$479.71 |
| | | 0 | GENERAL FUND | NURSE SERVICES | SUPPLIES | \$17.94 |
| | | 0 | GENERAL FUND | OFFICE OF THE PRINCIPAL | SUPPLIES | \$65.91 |
| | | 0 | GENERAL FUND | OFFICE OF THE SUPERINTENDENT | SUPPLIES | \$0.00 |
| | | 0 | GENERAL FUND | OFFICE OF THE SUPERINTENDENT | TRAVEL | \$42.00 |
| | | 0 | GENERAL FUND | PSYCHOLOGICAL SERVICES | SUPPLIES | \$152.86 |
| | | 0 | GENERAL FUND | SPECIAL EDUCATION DIRECTOR | SUPPLIES | \$114.95 |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|------------------------|--------------|--------|--------------|----------------------------------|-------------------------------------|-------------|
| Remit Name | | | | | | |
| | | 0 | GENERAL FUND | SPECIAL EDUCATION DIRECTOR | TRAVEL | \$1,092.20 |
| | | 0 | GENERAL FUND | STAFF SERVICES | SUPPLIES | \$145.79 |
| | | 0 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | DUES AND FEES | \$381.48 |
| | | 0 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$368.04 |
| | | 0 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | TRAVEL | \$0.00 |
| | | 0 | GENERAL FUND | TECHNOLOGY SERVICES | COMPUTER SOFTWARE | \$473.50 |
| | | | | Total for UMPQUA BANK | | \$10,320.60 |
| US CELLULAR | | 128539 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | Other Communication Services | \$770.08 |
| | | 128756 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | Other Communication Services | \$479.44 |
| | | | | Total for US CELLULAR | | \$1,249.52 |
| VARI SALES CORPORATION | | 128590 | GENERAL FUND | ELL-ORS | SUPPLIES | \$341.24 |
| | | 128590 | GENERAL FUND | NURSE SERVICES | SUPPLIES | \$708.74 |
| | | 128590 | GENERAL FUND | STUDENTS WITH DISABILITIES | SUPPLIES | \$341.24 |
| | | | | Total for VARI SALES CORPORATION | | \$1,391.22 |
| WALLIN, TERI A | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| WALSWORTH COMPANU | | 128543 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$55.00 |
| WARREN, HEIDI | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| WESEL, DUSTIN | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| WESTERN BUS SALES INC | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 100 | | GENERAL FUND | | | | |
|-----------------------|--------|--------------|---------------------------------|-------------------------------------|--|---------------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| | 128591 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | | \$173.52 |
| WESTOVER, LISA | | | | | | |
| | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | | \$500.00 |
| WILLAMETTE UNIVERSITY | | | | | | |
| | 128592 | GENERAL FUND | FISCAL SERVICES | SUPPLIES | | \$100.00 |
| WINCHESTER, BRYAN | | | | | | |
| | 128760 | GENERAL FUND | FISCAL SERVICES | SUPPLIES | | \$81.76 |
| WPS PUBLISH | | | | | | |
| | 128762 | GENERAL FUND | PSYCHOLOGICAL SERVICES | SUPPLIES | | \$693.00 |
| ZIPLY FIBER | | | | | | |
| | 128664 | GENERAL FUND | CARE & UPKEEP OF GROUNDS | TELEPHONE | | \$86.50 |
| | 128664 | GENERAL FUND | FISCAL SERVICES | TELEPHONE | | \$213.18 |
| | 128664 | GENERAL FUND | MAINTENANCE SERVICES | TELEPHONE | | \$83.66 |
| | 128664 | GENERAL FUND | OFFICE OF THE PRINCIPAL | TELEPHONE | | \$1,824.92 |
| | 128664 | GENERAL FUND | SPECIAL EDUCATION DIRECTOR | TELEPHONE | | \$167.32 |
| | 128664 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | TELEPHONE | | \$170.16 |
| | 128664 | GENERAL FUND | TECHNOLOGY DIRECTOR | TELEPHONE | | \$167.32 |
| | | | Total for ZIPLY FIBER | | | \$2,713.06 |
| | | | Total for GENERAL FUND | | | \$268,365.33 |
| Fund: 200 | | INDIAN ED | | | | |
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| ESS WEST, LLC | | | | | | |
| | 0 | INDIAN ED | ELEMENTARY | ESS Classified Substitutes | | \$129.65 |
| | | | Total for INDIAN ED | | | \$129.65 |
| Fund: 202 | | Title I-A | | | | |
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| ESS WEST, LLC | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 202 | | Title I-A | | | | |
|-------------------|--------|-----------|------------------------|-------------------------------------|--|-------------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| | 0 | Title I-A | TITLE 1A PROGRAM | ESS Classified Substitutes | | \$1,709.63 |
| MORRIS, GWEN | | | | | | |
| | 128530 | Title I-A | COMMUNITY SERVICES | PROFESSIONAL AND TECHNICAL SERVICES | | \$200.00 |
| | 128574 | Title I-A | COMMUNITY SERVICES | PROFESSIONAL AND TECHNICAL SERVICES | | \$200.00 |
| | | | Total for MORRIS, GWEN | | | \$400.00 |
| QUILL CORPORATION | | | | | | |
| | 128508 | Title I-A | TITLE 1A PROGRAM | SUPPLIES | | \$0.00 |
| UMPQUA BANK | | | | | | |
| | 0 | Title I-A | TITLE 1A PROGRAM | SUPPLIES | | \$1,244.46 |
| | | | Total for Title I-A | | | \$3,354.09 |

| Fund: 208 | | IDEA GRANT | | | | |
|---------------|--------|------------|----------------------------|----------------------------|--|--------------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| ESS WEST, LLC | | | | | | |
| | 0 | IDEA GRANT | LIFE SKILLS | ESS Classified Substitutes | | \$2,419.68 |
| | 0 | IDEA GRANT | STUDENTS WITH DISABILITIES | ESS Certified Substitutes | | \$9,857.72 |
| | 0 | IDEA GRANT | STUDENTS WITH DISABILITIES | ESS Classified Substitutes | | \$510.72 |
| | | | Total for ESS WEST, LLC | | | \$12,788.12 |
| | | | Total for IDEA GRANT | | | \$12,788.12 |

| Fund: 216 | | ESSER III | | | | |
|------------------|--------|-----------|--------------------------|-------------------------------------|--|-------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| ESS WEST, LLC | | | | | | |
| | 0 | ESSER III | ELEMENTARY | ESS Certified Substitutes | | \$759.81 |
| | 0 | ESSER III | HIGH SCHOOL PROGRAMS | ESS Certified Substitutes | | \$253.27 |
| | | | Total for ESS WEST, LLC | | | \$1,013.08 |
| SOUND DISCIPLINE | | | | | | |
| | 128649 | ESSER III | INSTR. STAFF DEVELOPMENT | PROFESSIONAL AND TECHNICAL SERVICES | | \$43,840.00 |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 216 | | ESSER III | | Check# | FUND | FUNCTION | OBJECT | Amount |
|----------------------------|--|-----------|-----------|------------------------------|----------|--------------------|--------|--------|
| Remit Name | | Check# | FUND | FUNCTION | OBJECT | Amount | | |
| UMPQUA BANK | | | | | | | | |
| | | 0 | ESSER III | OFFICE OF THE SUPERINTENDENT | SUPPLIES | \$0.00 | | |
| | | 0 | ESSER III | OFFICE OF THE SUPERINTENDENT | TRAVEL | \$412.80 | | |
| Total for UMPQUA BANK | | | | | | \$412.80 | | |
| Total for ESSER III | | | | | | \$45,265.88 | | |

| Fund: 218 | | Rural And Low Income Schools | | Check# | FUND | FUNCTION | OBJECT | Amount |
|--|--|------------------------------|------------------------------|----------------------|---------------------------------------|---------------|--------|--------|
| Remit Name | | Check# | FUND | FUNCTION | OBJECT | Amount | | |
| LANGUAGE LINE SERVICES, INC. | | | | | | | | |
| | | 128524 | Rural And Low Income Schools | INFORMATION SERVICES | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$0.00 | | |
| Total for Rural And Low Income Schools | | | | | | \$0.00 | | |

| Fund: 221 | | YTP GRANT | | Check# | FUND | FUNCTION | OBJECT | Amount |
|-----------------------------|--|-----------|-----------|--------------------------|----------------------------|-------------------|--------|--------|
| Remit Name | | Check# | FUND | FUNCTION | OBJECT | Amount | | |
| ESS WEST, LLC | | | | | | | | |
| | | 0 | YTP GRANT | YOUTH TRANSITION PROGRAM | ESS Certified Substitutes | \$759.82 | | |
| | | 0 | YTP GRANT | YOUTH TRANSITION PROGRAM | ESS Classified Substitutes | \$121.19 | | |
| Total for ESS WEST, LLC | | | | | | \$881.01 | | |
| LEIGH, MAUREEN F | | | | | | | | |
| | | 128570 | YTP GRANT | YOUTH TRANSITION PROGRAM | TRAVEL | \$59.00 | | |
| MCPHERSON, LYNETTE | | | | | | | | |
| | | 128529 | YTP GRANT | Undesignated | Salaries Payable Liability | \$147.67 | | |
| PRUDDEN, MICHELLE | | | | | | | | |
| | | 128534 | YTP GRANT | Undesignated | Accounts Payable | \$150.60 | | |
| | | 128579 | YTP GRANT | YOUTH TRANSITION PROGRAM | TRAVEL | \$59.00 | | |
| Total for PRUDDEN, MICHELLE | | | | | | \$209.60 | | |
| UMPQUA BANK | | | | | | | | |
| | | 0 | YTP GRANT | YOUTH TRANSITION PROGRAM | TRAVEL | \$414.38 | | |
| Total for YTP GRANT | | | | | | \$1,711.66 | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| | | | | | | |
|------------------|------------------|------|----------|--------|--|--------|
| Fund: 224 | Available | | | | | |
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |

US CELLULAR

| | | | | | | |
|--|--------|-----------|---------------------|------------------------------|--|------------|
| | 128658 | Available | TECHNOLOGY SERVICES | Other Communication Services | | \$1,878.72 |
|--|--------|-----------|---------------------|------------------------------|--|------------|

| | | | | | | |
|----------------------------|--|--|--|--|--|-------------------|
| Total for Available | | | | | | \$1,878.72 |
|----------------------------|--|--|--|--|--|-------------------|

| | | | | | | |
|------------------|---|------|----------|--------|--|--------|
| Fund: 251 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | | | | | |
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |

AMAZON

| | | | | | | |
|--|--------|----------------------------------|------------|----------|--|----------|
| | 128556 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | ELEMENTARY | SUPPLIES | | \$259.87 |
|--|--------|----------------------------------|------------|----------|--|----------|

| | | | | | | |
|--|--------|----------------------------------|-------------------------|-------------------------|--|----------|
| | 128593 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | OTHER GUIDANCE SERVICES | NON CONSUMABLE SUPPLIES | | \$138.87 |
|--|--------|----------------------------------|-------------------------|-------------------------|--|----------|

| | | | | | | |
|--|--------|----------------------------------|-----------------------------|----------|--|----------|
| | 128723 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | MIDDLE/JUNIOR HIGH PROGRAMS | SUPPLIES | | \$185.17 |
|--|--------|----------------------------------|-----------------------------|----------|--|----------|

| | | | | | | |
|--|--------|----------------------------------|-------------------------|-------------------------|--|------------|
| | 128723 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | OTHER GUIDANCE SERVICES | NON CONSUMABLE SUPPLIES | | \$1,099.90 |
|--|--------|----------------------------------|-------------------------|-------------------------|--|------------|

| | | | | | | |
|------------------|--|--|--|--|--|------------|
| Total for AMAZON | | | | | | \$1,683.81 |
|------------------|--|--|--|--|--|------------|

ESS WEST, LLC

| | | | | | | |
|--|---|----------------------------------|-----------------------|---------------------------|--|------------|
| | 0 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | ALTERNATIVE EDUCATION | ESS Certified Substitutes | | \$2,532.76 |
|--|---|----------------------------------|-----------------------|---------------------------|--|------------|

| | | | | | | |
|--|---|----------------------------------|------------|---------------------------|--|----------|
| | 0 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | ELEMENTARY | ESS Certified Substitutes | | \$506.55 |
|--|---|----------------------------------|------------|---------------------------|--|----------|

| | | | | | | |
|--|---|----------------------------------|-----------------------------|---------------------------|--|------------|
| | 0 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | MIDDLE/JUNIOR HIGH PROGRAMS | ESS Certified Substitutes | | \$6,205.19 |
|--|---|----------------------------------|-----------------------------|---------------------------|--|------------|

| | | | | | | |
|-------------------------|--|--|--|--|--|------------|
| Total for ESS WEST, LLC | | | | | | \$9,244.50 |
|-------------------------|--|--|--|--|--|------------|

SOUND DISCIPLINE

| | | | | | | |
|--|--------|----------------------------------|--------------------------|-------------------------------------|--|--------|
| | 128536 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | INSTR. STAFF DEVELOPMENT | PROFESSIONAL AND TECHNICAL SERVICES | | \$0.00 |
|--|--------|----------------------------------|--------------------------|-------------------------------------|--|--------|

| | | | | | | |
|--|--------|----------------------------------|--------------------------|--------|--|------------|
| | 128536 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | INSTR. STAFF DEVELOPMENT | TRAVEL | | \$1,565.83 |
|--|--------|----------------------------------|--------------------------|--------|--|------------|

| | | | | | | |
|--|--------|----------------------------------|--------------------------|-------------------------------------|--|--------|
| | 128649 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | INSTR. STAFF DEVELOPMENT | PROFESSIONAL AND TECHNICAL SERVICES | | \$0.00 |
|--|--------|----------------------------------|--------------------------|-------------------------------------|--|--------|

| | | | | | | |
|--|--------|----------------------------------|--------------------------|--------|--|--------|
| | 128649 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | INSTR. STAFF DEVELOPMENT | TRAVEL | | \$0.00 |
|--|--------|----------------------------------|--------------------------|--------|--|--------|

| | | | | | | |
|----------------------------|--|--|--|--|--|------------|
| Total for SOUND DISCIPLINE | | | | | | \$1,565.83 |
|----------------------------|--|--|--|--|--|------------|

UMPQUA BANK

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 251 | | SCHOOL IMPROVEMENT ACCOUNT (SIA) | | | |
|---|--------|----------------------------------|-----------------------------|-------------------------|--------------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | Amount |
| | 0 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | INFORMATION SERVICES | DUES AND FEES | \$85.00 |
| WOODWIND & BRASSWIND INC | | | | | |
| | 128662 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | MIDDLE/JUNIOR HIGH PROGRAMS | NON CONSUMABLE SUPPLIES | \$3,891.50 |
| Total for SCHOOL IMPROVEMENT ACCOUNT (SIA) | | | | | \$16,470.64 |

| Fund: 252 | | HIGH SCHOOL SUCCESS - M98 | | | |
|-----------------------------|--------|---------------------------|-----------------------------|-------------------------------------|-------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | Amount |
| AIRGAS CO | | | | | |
| | 128555 | HIGH SCHOOL SUCCESS - M98 | HIGH SCHOOL PROGRAMS | * OVER \$5000 INITIAL EQUIP | \$11,899.99 |
| | 128722 | HIGH SCHOOL SUCCESS - M98 | HIGH SCHOOL PROGRAMS | SUPPLIES | \$1,057.64 |
| Total for AIRGAS CO | | | | | \$12,957.63 |
| AMAZON | | | | | |
| | 128509 | HIGH SCHOOL SUCCESS - M98 | HIGH SCHOOL PROGRAMS | SUPPLIES | \$65.98 |
| | 128556 | HIGH SCHOOL SUCCESS - M98 | HIGH SCHOOL PROGRAMS | SUPPLIES | \$131.96 |
| Total for AMAZON | | | | | \$197.94 |
| BEACOCK MUSIC CO. | | | | | |
| | 128557 | HIGH SCHOOL SUCCESS - M98 | HIGH SCHOOL PROGRAMS | SUPPLIES | \$3,997.99 |
| | 128594 | HIGH SCHOOL SUCCESS - M98 | HIGH SCHOOL PROGRAMS | SUPPLIES | \$5,433.53 |
| Total for BEACOCK MUSIC CO. | | | | | \$9,431.52 |
| MORIN'S SCREEN PRINT | | | | | |
| | 128573 | HIGH SCHOOL SUCCESS - M98 | HIGH SCHOOL PROGRAMS | SUPPLIES | \$10.00 |
| SOWIB | | | | | |
| | 128584 | HIGH SCHOOL SUCCESS - M98 | INFORMATION SERVICES | PROFESSIONAL AND TECHNICAL SERVICES | \$2,537.70 |
| SWEETWATER | | | | | |
| | 128586 | HIGH SCHOOL SUCCESS - M98 | HIGH SCHOOL PROGRAMS | SUPPLIES | \$2,009.55 |
| WOODWIND & BRASSWIND INC | | | | | |
| | 128662 | HIGH SCHOOL SUCCESS - M98 | MIDDLE/JUNIOR HIGH PROGRAMS | NON CONSUMABLE SUPPLIES | \$3,891.50 |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| | | | | | | |
|------------------|----------------------------------|---------------------------|-----------------------------|--|--|--------------------|
| Fund: 252 | HIGH SCHOOL SUCCESS - M98 | | | | | |
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| | 128761 | HIGH SCHOOL SUCCESS - M98 | MIDDLE/JUNIOR HIGH PROGRAMS | NON CONSUMABLE SUPPLIES | | \$3,358.00 |
| | | | | Total for WOODWIND & BRASSWIND INC | | \$7,249.50 |
| | | | | Total for HIGH SCHOOL SUCCESS - M98 | | \$34,393.84 |

| | | | | | | |
|------------------|----------------------|---------------|--------------------|--------------------------------|--|-----------------|
| Fund: 261 | Miscellaneous | | | | | |
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| AMAZON | | | | | | |
| | 128593 | Miscellaneous | COMMUNITY SERVICES | SUPPLIES | | \$218.80 |
| | | | | Total for Miscellaneous | | \$218.80 |

| | | | | | | |
|------------------|--------------------------|-------------------|-----------------|------------------------------------|--|-------------------|
| Fund: 266 | Menstrual Dignity | | | | | |
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| AMAZON | | | | | | |
| | 128509 | Menstrual Dignity | HEALTH SERVICES | SUPPLIES | | \$419.61 |
| | 128593 | Menstrual Dignity | HEALTH SERVICES | SUPPLIES | | \$602.22 |
| | 128723 | Menstrual Dignity | HEALTH SERVICES | SUPPLIES | | \$3,914.43 |
| | | | | Total for AMAZON | | \$4,936.26 |
| | | | | Total for Menstrual Dignity | | \$4,936.26 |

| | | | | | | |
|-------------------|--|---------------------------------|------------------------|-----------------------|--|------------|
| Fund: 270 | Tuition Reimbursement Certified | | | | | |
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| FERRIS, KATE | | | | | | |
| | 128615 | Tuition Reimbursement Certified | INSTRUCTIONAL SERVICES | TUITION REIMBURSEMENT | | \$3,490.00 |
| GARVIN, KELLY E | | | | | | |
| | 128620 | Tuition Reimbursement Certified | INSTRUCTIONAL SERVICES | TUITION REIMBURSEMENT | | \$5,250.00 |
| GREGORY, KRYSTAL | | | | | | |
| | 128624 | Tuition Reimbursement Certified | INSTRUCTIONAL SERVICES | TUITION REIMBURSEMENT | | \$600.00 |
| LEGAT, JENNIFER J | | | | | | |
| | 128628 | Tuition Reimbursement Certified | INSTRUCTIONAL SERVICES | TUITION REIMBURSEMENT | | \$3,525.00 |
| MCVAY, MELANIE | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 270 | | Tuition Reimbursement Certified | | | | |
|--------------------|--------|---------------------------------|------------------------|--|--|--------------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| | 128630 | Tuition Reimbursement Certified | INSTRUCTIONAL SERVICES | TUITION REIMBURSEMENT | | \$4,265.56 |
| NIDIFFER, VANESSA | | | | | | |
| | 128634 | Tuition Reimbursement Certified | INSTRUCTIONAL SERVICES | TUITION REIMBURSEMENT | | \$395.00 |
| SIRI, KYLA | | | | | | |
| | 128648 | Tuition Reimbursement Certified | INSTRUCTIONAL SERVICES | TUITION REIMBURSEMENT | | \$3,525.00 |
| WHITLEY, KELLY | | | | | | |
| | 128620 | Tuition Reimbursement Certified | INSTRUCTIONAL SERVICES | TUITION REIMBURSEMENT | | (\$5,250.00) |
| | 128763 | Tuition Reimbursement Certified | INSTRUCTIONAL SERVICES | TUITION REIMBURSEMENT | | \$5,250.00 |
| | | | | Total for WHITLEY, KELLY | | \$0.00 |
| ZELLMER, CHRISTINE | | | | | | |
| | 128663 | Tuition Reimbursement Certified | INSTRUCTIONAL SERVICES | TUITION REIMBURSEMENT | | \$394.00 |
| | | | | Total for Tuition Reimbursement Certified | | \$21,444.56 |

| Fund: 272 | | Furniture Fund | | | | |
|------------------------|--------|----------------|----------------------|---------------------------------|--|-------------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| VARI SALES CORPORATION | | | | | | |
| | 128541 | Furniture Fund | HIGH SCHOOL PROGRAMS | NON CONSUMABLE SUPPLIES | | \$5,680.50 |
| | | | | Total for Furniture Fund | | \$5,680.50 |

| Fund: 274 | | HS Co-Curricular | | | | |
|---------------------------|--------|------------------|-----------------------------|---------------|--|----------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| ARNOLD, CHRISTI | | | | | | |
| | 128724 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | TRAVEL | | \$324.50 |
| BENNETT, MATTHEW H | | | | | | |
| | 128595 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | DUES AND FEES | | \$50.00 |
| BIG GAME FOOTBALL FACTORY | | | | | | |
| | 128725 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | | \$509.94 |
| CASCADE ATHLETIC SUPPLY | | | | | | |
| | 128601 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | | \$226.65 |
| GUY, DAVID S | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 274 HS Co-Curricular | | Check# | FUND | FUNCTION | OBJECT | Amount |
|---|--|--------|------------------|-----------------------------------|---------------|--------------------|
| Remit Name | | | | | | |
| | | 128740 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | TRAVEL | \$29.50 |
| IN-MOTION GRAPHICS | | | | | | |
| | | 128625 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | \$816.00 |
| RIDGE, KEN | | | | | | |
| | | 128581 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | TRAVEL | \$29.50 |
| | | 128645 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | TRAVEL | \$73.75 |
| | | 128752 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | TRAVEL | \$162.25 |
| | | | | Total for RIDGE, KEN | | \$265.50 |
| SOUTHERN OREGON SOCCER OFFICIALS ASSOC. | | | | | | |
| | | 128753 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | DUES AND FEES | \$578.00 |
| SWOBOA | | | | | | |
| | | 128652 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | DUES AND FEES | \$7,608.00 |
| UMPQUA BANK | | | | | | |
| | | 0 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | DUES AND FEES | \$20.00 |
| | | 0 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | \$754.84 |
| | | 0 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | TRAVEL | \$4,692.17 |
| | | | | Total for UMPQUA BANK | | \$5,467.01 |
| VALLEY ATHLETICS | | | | | | |
| | | 128758 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | \$1,104.88 |
| WALLIN III, LAWRENCE K | | | | | | |
| | | 128542 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | TRAVEL | \$181.50 |
| | | 128660 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | TRAVEL | \$14.75 |
| | | | | Total for WALLIN III, LAWRENCE K | | \$196.25 |
| | | | | Total for HS Co-Curricular | | \$17,176.23 |

| Fund: 275 Azalea MS Athletics | | Check# | FUND | FUNCTION | OBJECT | Amount |
|-------------------------------|--|--------|------|----------|--------|--------|
| Remit Name | | | | | | |
| BLAKE, JOHN | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 275 Azalea MS Athletics | | Check# | FUND | FUNCTION | OBJECT | Amount |
|--------------------------------------|--|--------|---------------------|---------------------------------------|----------|-------------------|
| Remit Name | | | | | | |
| | | 128598 | Azalea MS Athletics | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | TRAVEL | \$88.50 |
| COOPER, LORI | | | | | | |
| | | 128729 | Azalea MS Athletics | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | SUPPLIES | \$180.00 |
| CRATER HIGH SCHOOL | | | | | | |
| | | 128731 | Azalea MS Athletics | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | SUPPLIES | \$50.00 |
| MARSHFIELD HIGH SCHOOL | | | | | | |
| | | 128527 | Azalea MS Athletics | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | SUPPLIES | \$200.00 |
| NORTH BEND MIDDLE SCHOOL | | | | | | |
| | | 128746 | Azalea MS Athletics | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | SUPPLIES | \$16.00 |
| RIDGE, KEN | | | | | | |
| | | 128645 | Azalea MS Athletics | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | TRAVEL | \$29.50 |
| UMPQUA BANK | | | | | | |
| | | 0 | Azalea MS Athletics | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | SUPPLIES | \$471.38 |
| WALLIN III, LAWRENCE K | | | | | | |
| | | 128660 | Azalea MS Athletics | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | TRAVEL | \$14.75 |
| WESTBROOK, ERIKA | | | | | | |
| | | 128759 | Azalea MS Athletics | MIDDLE/JUNIOR HIGH PROGRAMS | TRAVEL | \$65.00 |
| Total for Azalea MS Athletics | | | | | | \$1,115.13 |

| Fund: 278 HB4030 RECRUITMENT & RETENTION | | Check# | FUND | FUNCTION | OBJECT | Amount |
|--|--|--------|-----------------------------------|----------------|------------|----------|
| Remit Name | | | | | | |
| CAZADORES | | | | | | |
| | | 128727 | HB4030 RECRUITMENT & RETENTION | STAFF SERVICES | STAFF FOOD | \$345.00 |
| COMPASS ROSE CAFE | | | | | | |
| | | 128607 | HB4030 RECRUITMENT & RETENTION | STAFF SERVICES | STAFF FOOD | \$90.00 |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 278 | | HB4030 RECRUITMENT & RETENTION | | | |
|---|--------|--------------------------------|--------------------------------|------------|-------------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | Amount |
| FOXY'S RESTAURANT | | | | | |
| | 128616 | HB4030 RECRUITMENT & RETENTION | STAFF SERVICES | STAFF FOOD | \$165.00 |
| PACIFIC SUSHI | | | | | |
| | 128638 | HB4030 RECRUITMENT & RETENTION | STAFF SERVICES | STAFF FOOD | \$300.00 |
| PANCHO'S RESTAURANTE Y CANTINA | | | | | |
| | 128639 | HB4030 RECRUITMENT & RETENTION | STAFF SERVICES | STAFF FOOD | \$285.00 |
| SOUTH COAST HOLDINGS, LLC | | | | | |
| | 128650 | HB4030 RECRUITMENT & RETENTION | STAFF SERVICES | STAFF FOOD | \$315.00 |
| TROPICALIA BRAZILIAN CUISINE | | | | | |
| | 128657 | HB4030 RECRUITMENT & RETENTION | STAFF SERVICES | STAFF FOOD | \$165.00 |
| UMPQUA BANK | | | | | |
| | 0 | HB4030 RECRUITMENT & RETENTION | IMPROVEMENT OF INSTR. SERVICES | STAFF FOOD | \$94.50 |
| WILD RIVER PIZZA | | | | | |
| | 128661 | HB4030 RECRUITMENT & RETENTION | STAFF SERVICES | STAFF FOOD | \$195.00 |
| ZOLA'S ON THE WATER | | | | | |
| | 128665 | HB4030 RECRUITMENT & RETENTION | STAFF SERVICES | STAFF FOOD | \$165.00 |
| Total for HB4030 RECRUITMENT & RETENTION | | | | | \$2,119.50 |

| Fund: 283 | | TEXTBOOK ADOPTION | | | |
|--------------------------------------|--------|-------------------|-----------------------------|-----------|------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | Amount |
| AMAZON | | | | | |
| | 128509 | TEXTBOOK ADOPTION | ELEMENTARY | TEXTBOOKS | (\$17.98) |
| LAMINATION DEPOT | | | | | |
| | 128569 | TEXTBOOK ADOPTION | ELEMENTARY | TEXTBOOKS | \$2,484.54 |
| NORTHWEST TEXTBOOK DEPOSITORY CO INC | | | | | |
| | 128576 | TEXTBOOK ADOPTION | MIDDLE/JUNIOR HIGH PROGRAMS | TEXTBOOKS | \$6,710.04 |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 283 | | TEXTBOOK ADOPTION | | | |
|------------------------------------|--------|--------------------------|------------|-----------|-------------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | Amount |
| PACIFIC RIM COPY CENTER | | | | | |
| | 128532 | TEXTBOOK ADOPTION | ELEMENTARY | TEXTBOOKS | \$347.06 |
| Total for TEXTBOOK ADOPTION | | | | | \$9,523.66 |

| Fund: 285 | | FACILITY MAINTENANCE | | | |
|--------------------------------|--------|-----------------------------|----------------------|------------------------|------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | Amount |
| ADVANCED SECURITY SYSTEMS | | | | | |
| | 128721 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | REPAIR AND MAINTENANCE | \$3,824.40 |
| AMAZON | | | | | |
| | 128509 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | SUPPLIES | \$407.43 |
| | 128593 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | SUPPLIES | \$545.87 |
| | 128723 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | SUPPLIES | \$545.79 |
| Total for AMAZON | | | | | \$1,499.09 |
| C & S FIRE-SAFE SERVICES, LLC. | | | | | |
| | 128599 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | REPAIR AND MAINTENANCE | \$1,048.00 |
| CASCADE HOME CENTER | | | | | |
| | 128726 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | REPAIR AND MAINTENANCE | \$1,588.26 |
| | 128726 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | SUPPLIES | (\$479.50) |
| Total for CASCADE HOME CENTER | | | | | \$1,108.76 |
| CTR INC | | | | | |
| | 128611 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | REPAIR AND MAINTENANCE | \$151.00 |
| FASTENAL | | | | | |
| | 128736 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | REPAIR AND MAINTENANCE | \$1,103.73 |
| GOLD BEACH LUMBER | | | | | |
| | 128738 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | SUPPLIES | \$245.56 |
| MCCOURT FLOOR COVERING INC | | | | | |
| | 128528 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | REPAIR AND MAINTENANCE | \$2,565.00 |
| OCEAN BREEZE SVC, LLC | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 285 | FACILITY MAINTENANCE | | | | | Amount |
|---------------------------------------|----------------------|----------------------|----------------------|------------------------|--|--------------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| | 128636 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | REPAIR AND MAINTENANCE | | \$875.00 |
| RANDY J. GORMAN, INC. | | | | | | |
| | 128642 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | REPAIR AND MAINTENANCE | | \$760.00 |
| TREVER A. CLEWELL CONSTRUCTION | | | | | | |
| | 128656 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | REPAIR AND MAINTENANCE | | \$162.50 |
| UMPQUA BANK | | | | | | |
| | 0 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | REPAIR AND MAINTENANCE | | \$293.74 |
| | | | | | | |
| Total for FACILITY MAINTENANCE | | | | | | \$13,636.78 |

| Fund: 286 | TAP | | | | | Amount |
|--|--------|------|----------------------|--|--|-------------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| PBS ENGINEERING AND ENVIRONMENTAL INC. | | | | | | |
| | 128577 | TAP | MAINTENANCE SERVICES | COMPUTER SOFTWARE | | \$3,000.00 |
| | 128577 | TAP | MAINTENANCE SERVICES | NON INSTRUCTIONAL PROFESSIONAL & TECH | | \$5,500.00 |
| | | | | | | |
| Total for PBS ENGINEERING AND ENVIRONMENTAL INC. | | | | | | \$8,500.00 |
| Total for TAP | | | | | | \$8,500.00 |

| Fund: 291 | HIGH SCHOOL STUDENT BODY | | | | | Amount |
|---------------------------|--------------------------|--------------------------|-----------------------------|----------|--|----------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| AMAZON | | | | | | |
| | 128556 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | | \$198.66 |
| | 128593 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | | \$86.40 |
| | 128723 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL PROGRAMS | SUPPLIES | | \$205.64 |
| | | | | | | |
| Total for AMAZON | | | | | | \$490.70 |
| BIG GAME FOOTBALL FACTORY | | | | | | |
| | 128725 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | | \$539.44 |
| CRATER CROSS COUNTRY | | | | | | |
| | 128513 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | | \$80.00 |
| FARMER, ABBY | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 291 | | HIGH SCHOOL STUDENT BODY | | | | |
|----------------------------------|--------|--------------------------|---|----------|--------------------|--|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | Amount | |
| | 128735 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | \$400.00 | |
| FRESH PRINTS OF GOLD BEACH | | | | | | |
| | 128618 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | \$538.04 | |
| IN-MOTION GRAPHICS | | | | | | |
| | 128625 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL PROGRAMS | SUPPLIES | \$625.00 | |
| KEYTAG LLC | | | | | | |
| | 128626 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL PROGRAMS | SUPPLIES | \$231.28 | |
| LEADING EDGE FUNDRAISING OREGON | | | | | | |
| | 128627 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | \$2,183.00 | |
| MARSHFIELD HIGH SCHOOL | | | | | | |
| | 128527 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | \$80.00 | |
| MORIN'S SCREEN PRINT | | | | | | |
| | 128632 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | \$961.00 | |
| | 128743 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | \$417.00 | |
| | | | Total for MORIN'S SCREEN PRINT | | \$1,378.00 | |
| QTEES | | | | | | |
| | 128750 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | \$288.00 | |
| SIGHTS AND SOUNDS UNLIMITED, INC | | | | | | |
| | 128647 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL PROGRAMS | SUPPLIES | \$900.00 | |
| UMPQUA BANK | | | | | | |
| | 0 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | \$7,617.66 | |
| | 0 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | TRAVEL | \$410.00 | |
| | 0 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL PROGRAMS | SUPPLIES | \$245.43 | |
| | | | Total for UMPQUA BANK | | \$8,273.09 | |
| | | | Total for HIGH SCHOOL STUDENT BODY | | \$16,006.55 | |

| Fund: 292 | | AZALEA STUDENT BODY | | | | |
|------------|--------|---------------------|----------|--------|--------|--|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | Amount | |
| AMAZON | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 292 | | AZALEA STUDENT BODY | | | | |
|----------------------|--------|---------------------|---------------------------------------|----------|-------------------|--|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | Amount | |
| | 128509 | AZALEA STUDENT BODY | MIDDLE/JUNIOR HIGH PROGRAMS | SUPPLIES | \$75.95 | |
| | 128723 | AZALEA STUDENT BODY | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | SUPPLIES | \$101.19 | |
| | | | Total for AMAZON | | \$177.14 | |
| MORIN'S SCREEN PRINT | | | | | | |
| | 128632 | AZALEA STUDENT BODY | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | SUPPLIES | \$5,068.50 | |
| | 128743 | AZALEA STUDENT BODY | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | SUPPLIES | \$132.50 | |
| | | | Total for MORIN'S SCREEN PRINT | | \$5,201.00 | |
| REDWOOD THEATER | | | | | | |
| | 128666 | AZALEA STUDENT BODY | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | SUPPLIES | \$0.00 | |
| | 128667 | AZALEA STUDENT BODY | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | SUPPLIES | \$610.00 | |
| | | | Total for REDWOOD THEATER | | \$610.00 | |
| UMPQUA BANK | | | | | | |
| | 0 | AZALEA STUDENT BODY | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | SUPPLIES | \$85.61 | |
| | | | Total for AZALEA STUDENT BODY | | \$6,073.75 | |

| Fund: 299 | | Nutrition Services | | | | |
|-----------------------|--------|--------------------|-------------------|----------------------------|------------|--|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | Amount | |
| CTR INC | | | | | | |
| | 128514 | Nutrition Services | FOOD SERVICES | GARBAGE | \$512.91 | |
| | 128611 | Nutrition Services | FOOD SERVICES | GARBAGE | \$2,486.94 | |
| | | | Total for CTR INC | | \$2,999.85 | |
| ESS WEST, LLC | | | | | | |
| | 0 | Nutrition Services | FOOD SERVICES | ESS Classified Substitutes | \$136.03 | |
| FRANZ FAMILY BAKERIES | | | | | | |
| | 128518 | Nutrition Services | FOOD SERVICES | FOOD | \$242.00 | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 299 Nutrition Services | | Check# | FUND | FUNCTION | OBJECT | Amount |
|------------------------------|--|--------|--------------------|------------------------------------|----------------------------|-------------|
| Remit Name | | | | | | |
| | | 128617 | Nutrition Services | FOOD SERVICES | FOOD | \$599.96 |
| | | 128737 | Nutrition Services | FOOD SERVICES | FOOD | \$150.25 |
| | | | | Total for FRANZ FAMILY BAKERIES | | \$992.21 |
| GASTONGUAY, CONNIE | | 128566 | Nutrition Services | Undesignated | Salaries Payable Liability | \$138.54 |
| NEW HOPE PLUMBING & BUILD | | 128745 | Nutrition Services | FOOD SERVICES | REPAIR AND MAINTENANCE | \$11,240.00 |
| SAIF CORPORATION | | 128646 | Nutrition Services | FOOD SERVICES | WORKERS COMPENSATION | \$532.91 |
| SUNRISE DISTRIBUTORS INC | | 128537 | Nutrition Services | FOOD SERVICES | FOOD | \$850.15 |
| | | 128585 | Nutrition Services | FOOD SERVICES | FOOD | \$1,341.25 |
| | | 128651 | Nutrition Services | FOOD SERVICES | FOOD | \$584.00 |
| | | 128754 | Nutrition Services | FOOD SERVICES | FOOD | \$1,691.30 |
| | | | | Total for SUNRISE DISTRIBUTORS INC | | \$4,466.70 |
| SYSCO PORTLAND, INC. | | 128538 | Nutrition Services | FOOD SERVICES | FOOD | \$3,728.48 |
| | | 128587 | Nutrition Services | FOOD SERVICES | FOOD | \$170.69 |
| | | 128653 | Nutrition Services | FOOD SERVICES | FOOD | \$8,232.65 |
| | | 128755 | Nutrition Services | FOOD SERVICES | FOOD | \$4,513.52 |
| | | | | Total for SYSCO PORTLAND, INC. | | \$16,645.34 |
| UMPQUA BANK | | 0 | Nutrition Services | FOOD SERVICES | SUPPLIES | \$134.81 |
| | | 0 | Nutrition Services | FOOD SERVICES | TRAVEL | \$0.00 |
| | | | | Total for UMPQUA BANK | | \$134.81 |
| US FOODS | | 128540 | Nutrition Services | FOOD SERVICES | FOOD | \$3,314.13 |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 10/01/2022

To Date: 10/31/2022

| Fund: 299 | Nutrition Services | Check# | FUND | FUNCTION | OBJECT | Amount |
|-------------|--------------------|--------|--------------------|-------------------------------------|--------------|--------------------|
| Remit Name | | | | | | |
| | | 128589 | Nutrition Services | FOOD SERVICES | FOOD | \$4,091.40 |
| | | 128659 | Nutrition Services | FOOD SERVICES | FOOD | \$2,509.86 |
| | | 128757 | Nutrition Services | FOOD SERVICES | FOOD | \$7,799.58 |
| | | | | Total for US FOODS | | \$17,714.97 |
| ZIPLY FIBER | | | | | | |
| | | 128664 | Nutrition Services | FOOD SERVICES | TELEPHONE | \$170.15 |
| | | | | Total for Nutrition Services | | \$55,171.51 |
| | | | | | Grand Total: | \$545,961.16 |

Recap for FUND for GENERAL FUND

| | | |
|-----|---------------------------------|--------------|
| 100 | GENERAL FUND | \$268,365.33 |
| 200 | INDIAN ED | \$129.65 |
| 202 | Title I-A | \$3,354.09 |
| 208 | IDEA GRANT | \$12,788.12 |
| 216 | ESSER III | \$45,265.88 |
| 218 | Rural And Low Income Schools | \$0.00 |
| 221 | YTP GRANT | \$1,711.66 |
| 224 | Available | \$1,878.72 |
| 251 | SCHOOL IMPROVEMENT ACCOU | \$16,470.64 |
| 252 | HIGH SCHOOL SUCCESS - M98 | \$34,393.84 |
| 261 | Miscellaneous | \$218.80 |
| 266 | Menstrual Dignity | \$4,936.26 |
| 270 | Tuition Reimbursement Certified | \$21,444.56 |
| 272 | Furniture Fund | \$5,680.50 |
| 274 | HS Co-Curricular | \$17,176.23 |
| 275 | Azalea MS Athletics | \$1,115.13 |
| 278 | HB4030 RECRUITMENT & RETEN | \$2,119.50 |
| 283 | TEXTBOOK ADOPTION | \$9,523.66 |
| 285 | FACILITY MAINTENANCE | \$13,636.78 |
| 286 | TAP | \$8,500.00 |
| 291 | HIGH SCHOOL STUDENT BODY | \$16,006.55 |
| 292 | AZALEA STUDENT BODY | \$6,073.75 |
| 299 | Nutrition Services | \$55,171.51 |

End of Report



District Administration Office

564 Fern Street
 Brookings, OR 97415
 541 469-7443
 Fax 541 469-6599
 www.brookings.k12.or.us

Memo

Date: 11/10/14
 To: David Marshall
 From: K. Walker
 Cc:
 Re: Brookings Harbor Hire Recommendation- Extra Duty

| | |
|--|---|
| Name: | Kyle Guldager |
| Current City/State: | Brookings, OR |
| Extra Duty Assignment/Location: | Boys Asst. Basketball, High School |
| Highest Diploma/Degree Earned, and from where? | Associates Computer Network Technology. |
| Most recent employment: | Business Owner RV Tech Repair |
| Top Quality (1-2 sentences) that compelled the committee to select this candidate over others: | Kyle coached our JV2 last year and did a great job. Great communicator and handles young men w/ their best interest at heart. |

11/14



District Administration Office

564 Fern Street
 Brookings, OR 97415
 541 469-7443
 Fax 541 469-6599
 www.brookings.k12.or.us

Memo

Date: 10/26/22
 To: David Marshall
 From: K. Wallin
 Cc:
 Re: Brookings Harbor Hire Recommendation- Extra Duty

| | |
|--|--|
| Name: | Kara Miller |
| Current City/State: | Brookings OR |
| Extra Duty Assignment/Location: | H.S. Head Girls Basketball |
| Highest Diploma/Degree Earned, and from where? | Masters in School Counseling Capella University |
| Most recent employment: | BHSD 17-C |
| Top Quality (1-2 sentences) that compelled the committee to select this candidate over others: | Kara has been dedicated to Girls BXB for almost 10 years. Her love of developing strong confident young women is second to none. |



Brookings Harbor School District 17C

564 Fern Ave
 Brookings, OR 97415
 Tel 541 469-7443
 Fax 541 469-6599
 www.brookings.k12.or.us

DONATION RECEIPT

Eric Bryant

DONOR NAME

MAILING ADDRESS, CITY, STATE, ZIP

PHYSICAL ADDRESS, CITY, STATE, ZIP

PHONE NUMBER

BROOKINGS-HARBOR SCHOOL DISTRICT TAX ID: 93-6000388

| DONATION DESCRIPTION |
|-----------------------------|
| <i>Number Bingo</i> |
| <i>Geo Slides</i> |
| <i>Playdough set</i> |
| <i>STEM Building blocks</i> |

| OFFICE USE ONLY | |
|----------------------|--|
| Received By: | |
| Date Received: | |
| Destination of Gift: | |



Brookings Harbor School District 17C

564 Fern Ave
Brookings, OR 97415
Tel 541 469-7443
Fax 541 469-6599
www.brookings.k12.or.us

DONATION RECEIPT

Gold Beach Lumber - Brookings
DONOR NAME

MAILING ADDRESS, CITY, STATE, ZIP

16016 Old US Hwy 101 Brookings, OR 97415
PHYSICAL ADDRESS, CITY, STATE, ZIP

541-469-16617
PHONE NUMBER

BROOKINGS-HARBOR SCHOOL DISTRICT TAX ID: 93-6000388

| DONATION DESCRIPTION | |
|-----------------------|--|
| 40 cedar fence boards | |
| | |
| | |
| | |

| OFFICE USE ONLY | |
|----------------------|--|
| Received By: | |
| Date Received: | |
| Destination of Gift: | |



Brookings Harbor School District 17C

564 Fern Ave
 Brookings, OR 97415
 Tel 541 469-7443
 Fax 541 469-6599
 www.brookings.k12.or.us

DONATION RECEIPT

Sharon Guy: Children's Art Program c/o The Manley Art Center
 DONOR NAME

P.O. Box 2568, Brookings, OR 97415
 MAILING ADDRESS, CITY, STATE, ZIP

433 Oak St., Brookings, OR 97415
 PHYSICAL ADDRESS, CITY, STATE, ZIP

(541) 469-1807
 PHONE NUMBER

BROOKINGS-HARBOR SCHOOL DISTRICT TAX ID: 93-6000388

| DONATION DESCRIPTION |
|---|
| Daler Rowney simply SKETCHBOOK 8.5" x 11" 80 sheets Spiral Bound (x 30) |
| MARCO Raffine 6 pc Graphite pencils (HB, 2B, 4B, 6B, 7B, 8B) (x 54) |
| FABER-CASTELL white Erasers x 5 |
| FABRIANO Watercolor paper Books, 30 pgs, 9" x 12" (x 8) |
| Pacon Multicolored construction paper books, 48 pgs, 9" x 12" (x 7) |

*see attached for more.

| OFFICE USE ONLY | |
|----------------------|--|
| Received By: | |
| Date Received: | |
| Destination of Gift: | |

DONATION DESCRIPTION CONT.....

Tree house kids multicolored construction paper 12"x9", 30pgs (x2)

SOHO urban Artist Watercolor brush set of 5 (2, 3, 8, 1/2" & 6) (x5)

Jot Art Brushes 5pc of small, med & lg (x5)

Prang watercolors used (x3)

SARGENT ART Watercolors used (x5) new (x3)

5. Applicant does not discriminate in its employment practices with regard to race, creed, age, religious affiliation, gender, disability, sexual orientation, or national origin. When awarding contracts, Applicant does not discriminate against any business certified under ORS 200.055 as a disadvantaged business enterprise, a minority-owned business, a woman-owned business, a business that a service-disabled veteran owns, or an emerging small business.
6. Applicant complies with ORS 652.220 and does not unlawfully discriminate against any of Applicant's employees in the payment of wages or other compensation for work of comparable character on the basis of an employee's membership in a protected class. "Protected class" means a group of persons distinguished by race, color, religion, sex, sexual orientation, national origin, marital status, veteran status, disability, or age.
7. Applicant and Applicant's employees, agents, and contractors are not included on:
 - a. the "Specially Designated Nationals and Blocked Persons" list maintained by the Office of Foreign Assets Control of the United States Department of the Treasury found at: <https://www.treasury.gov/ofac/downloads/sdnlist.pdf>, or
 - b. the government wide exclusions lists in the System for Award Management found at: <https://www.sam.gov/portal/>
8. Applicant certifies that, to the best of its knowledge, there exists no actual or potential conflict between the business or economic interests of Applicant, its employees, or its agents, on the one hand, and the business or economic interests of the State, on the other hand, arising out of, or relating in any way to, the subject matter of the RFA. If any changes occur with respect to Applicant's status regarding conflict of interest, Applicant shall promptly notify the State in writing.
9. Applicant certifies that all contents of the Application (including any other forms or documentation, if required under this RFA) and this Application Cover Sheet are truthful and accurate and have been prepared independently from all other Applicants, and without collusion, fraud, or other dishonesty.
10. Applicant understands that any statement or representation it makes, in response to this RFA, if determined to be false or fraudulent, a misrepresentation, or inaccurate because of the omission of material information could result in a "claim" {as defined by the Oregon False Claims Act, ORS 180.750(1)}, made under a Grant being a "false claim" {ORS 180.750(2)} subject to the Oregon False Claims Act, ORS 180.750 to 180.785, and to any liabilities or penalties associated with the making of a false claim under that Act.
11. Applicant acknowledges these certifications are in addition to any certifications required in the Grant at the time of Grant execution.

Danielle Corpening
Signature

10/19/2022
Date

Danielle Corpening
Printed Name

Director of Fiscal Services
Title

Culturally Specific After School Learning (CSASL) Program Request for Application (RFA) 2022-2024 Grant Opportunity

Applicant(s) Information

Possible score: 10 points - Please see Section 3.4.2 of RFA for evaluation criteria & rubric.

| | |
|--|---|
| Lead Applicant/Organization Name: | Brookings-Harbor School District 17C - Indian Education Program |
| Applicant Mailing Address: | % BHSD District Office 629 Easy Street Brookings, OR 97415 |
| Applicant Website: | https://kes.brookings.k12.or.us/apps/pages/index.jsp?uREC_ID=1405218&type=d&pREC_ID=1572459 |
| Organization Type (choose one): <ul style="list-style-type: none"> ● Community-Based Organization ● Culturally Specific Organization ● Other (Specify) | School District |

Authorized Contact Information:

| | |
|----------------------------------|---|
| Name: | Jaymi Raye Duarte |
| Pronouns: | She/her |
| Role: | Indian Ed Program Coordinator |
| Email: | jaymid@brookings.k12.or.us |
| Phone Number: | 541.469.7417 x1229 |
| Address if different from above: | Jaymi Duarte/Indian Ed % Kalmiopsis Elementary School 650 Easy St. Brookings, OR 97415 |
| | |
| | |

Authorized Fiscal Contact (if different):

| | |
|----------------------------------|---|
| Name: | Dede Corpening |
| Pronouns: | She/hers |
| Role | Director of Fiscal Services |
| Email: | dedec@brookings.k12.or.us |
| Phone Number: | 541.469.7443 option 2 |
| Address if different from above: | Dede Corpening % BHSB District Office 629 Easy St. Brookings, OR 97415 |

Will your project be in partnership with (a) school district(s)?

| | |
|--------------------------|---|
| Yes or No: | Yes |
| Name of School District: | Brookings-Harbor School District 17C (Applicant) |

Applicant Past & Current Efforts

Describe your organization or agency's past and current efforts in providing services and/or engaging with their local communities and how they align with the vision and desired outcomes of the CSASL Program. You may include examples of successful efforts to provide Culturally Affirming After School Learning experiences that improve educational outcomes for Students, particularly Focal Students. In your response, please consider the following:

- Example(s) of current and/or past efforts to improve conditions for Students, particularly Focal Students, academically and through mental health supports, preferably in After School Learning opportunities;
- Example(s) of current and/or past efforts around leadership development, and advocacy specific to Students, and particularly Focal Students and communities, preferably in After School Learning opportunities;
- Example(s) of current and/or past efforts in Culturally Affirming and cultural identity development, specific to Students, and particularly Focal Students and communities, preferably in After School Learning opportunities;
- A description of the Applicant(s)' prior after school learning efforts and any evidence (data, results, findings) that demonstrate positive outcomes for Students, and particularly Focal Students.

Possible score: 10 points - Please see Section 3.4.2 of RFA for evaluation criteria & rubric.

Limit: 500 words

We currently offer our K-5 Indian Education program students in-class, group assistance in academics, in addition to specialized, one-on-one or small group learning in the Indian Education classroom. We have also previously offered cultural enrichment speakers and events (Example: Workshops for all second and third graders in partnership with the University of Oregon Museum of Natural and Cultural History "Oregon's First Engineers" and "Investigating Artifacts" to highlight history and contributions of Native people in Oregon).

Additionally, we have had a partnership with multiple members of local tribes, such as Tolowa Dee-ni' Nation, ensuring our eligible Native American students have the opportunity to not only learn about local culture but experience firsthand past and present traditions, ceremonies, and language. (Example: Sharing flyers to Indian Education participant families for community events such as summer camps and language camps for Native children, community events hosted by local tribes, and resource flyers for things such as Suicide Prevention (a serious issue on and off reservations), Missing and Murdered Indigenous Women (MMIW), food, shelter and health resource programs.

As of this school year, we have had additional opportunities arise to broaden the program to include not only elementary school students that are affiliated with the Indian Education Program, but ANY student within our District that is enrolled or eligible for enrollment in any of our schools - allowing the participation of middle school and high school students in some activities.

Locally, we have several tribal members (Chetco, Tolowa, etc.) who have offered to visit our school and invite our students to the nearby reservation lands to participate

in traditional arts, crafts, language classes, as well as ceremonial events within southern Oregon and the southern Oregon coast and our adjacent northern California coast, such as the upcoming “Bear Grass Braiding Ceremony” and the “Da’-chvn-dvn Tr’ee-t’uu-dvn Basket Retreat.” They also have implemented a tutoring program to assist our students in Reading and Math especially, as there is a real need in our community. The activities are developed by a Parent Committee made up of local parents, teachers, and community members.

Focal students are of Native American and American Indian, “Native” and indigenous identities. In particular, members of federally recognized tribes/tribal government entities who qualify for Title VI federally funded Indian Education programs.

Currently, our elementary Indian Education program serves 50-60 students annually in grades K-5 and operates with one staff person. All after-school activities (which have been rare) have been volunteer-run, and/or funded by volunteers or community groups or local tribal government departments and programs.

Project Description - Overview

In this section, provide a clear description of the Project, including strategies, activities, goals, and desired outcomes. In your response, please consider the following:

- An overview indicating how the Project will meet the vision, values, and desired outcomes of the CSASL Program;
- A description of the Project activities and strategies that center equity as well as Culturally Affirming and culturally specific services and/or programming;
- Activities table(s) (see below) that describes how actions, timelines, and outcomes will meaningfully work to successfully meet the goals and the CSASL Program’s four essential pillars of practice;
- Specific, measurable, achievable, relevant, and time-based (SMART) Project outcomes.

Possible score: 20 points - Please see Section 3.4.2 of RFA for evaluation criteria & rubric.

Goals

Brookings-Harbor School District would like to expand its current K-5 in-school support to Native/Indigenous/Tribal Member students to include after-school enrichment activities for K-12 Native/Indigenous/Tribal Member students and their families.

This expansion meets the vision and goals of the CSASL Program and its four essential pillars of practice because each activity is tailored toward the desired outcome that does one or more of the following: “Addresses unfinished learning through academic and mental health supports,” provides “Culturally affirming practices, including cultural identity development,” develops “Leadership and

self-advocacy skills” for students and families,” and “gives back to the community” through increased programming, visibility, and some speakers and events throughout the year that will be open to all, not just the focal students and families.

Description of project activities and strategies

Key activities in our plan include afterschool tutoring and mentoring; arts, crafts, and music lessons; native language acquisition; parent group; and family support workshops; free travel/attendance to local Native American cultural events and providing school supplies and materials to students in the program.

In detail:

1. Afterschool tutoring with the assistance of the Tolowa ACE Program (Accessing Choices in Education)
 - Culturally specific/ educational classes on Outschool
 - Traditional storytelling, education on tribal traditions and practices, community activities, the teaching of traditional rewards and values as compared with “Western Society.”
2. Arts, Crafts & Music lessons in pottery, gourd-rattle making, weaving, beading, basket-making, and drumming to preserve Native traditions.
3. Learning native languages through speakers/educators, and digital community classes.
4. Parent focus group (provide guidance and vision for programming activities)
5. Conduct workshops for application assistance. Particularly for services that Native American heritage/tribal status qualifies for students for consideration. We would like to include local social services, as well as college application, scholarship application & FASFA assistance.
6. Provide at least part of the required school supplies to any student in the district that falls within our focal students.
7. Attendance to local cultural events at no charge to the families if they choose to attend. With our school district’s location relative to nearby reservations and ceremonial sites, transportation can be a barrier to participation for our students and families. We would like to explore using district buses or vans, or providing travel reimbursement to assist students and families in attendance.

Limit: 1,000 words

Project Description – *Activities Table(s)*

In this section, describe which of the Culturally Specific After School Learning (CSASL) program pillars your project will work towards. Complete the activities table(s) below for each pillar. Describe which activities will take place for the given pillar. Describe the intended recipients who will be impacted by the activities. Include a timeline of the Project activities and which outcomes you seek to accomplish within the aforementioned grant period. Please also share which agency or partner organization will be the lead on each Project activity.

| | | | | |
|---|--------------------------------|--|---|---|
| Pillar #1: | | Addressing Unfinished Learning through Academic and Mental Health Supports | | |
| Activities | Intended recipients | Timeline | Outcomes | Lead Agency/Partner |
| Afterschool tutoring/mentoring | K-12 Indian Ed students | 22-24 | <p>Student Academic Progress (for students in after-school tutoring programs)</p> <p>Student Social Emotional Progress (for students in after-school tutoring program)</p> <p>Student Attendance (for students in after-school tutoring programs)</p> | Tolowa Dee-ni' Nation Education Department (Education Liasion) and BHSD Afterschool Staff |
| Additional staffing to support programs - paying for additional staff time after school hours | K-12 Indian Education Students | 22-24 | <p>Addresses unfinished learning through academic and mental health supports</p> <p>Hiring staff who embrace the goals of the CSASL Program and BHSD Indian Ed Program</p> | BHSD |

| | |
|-------------------|---|
| Pillar #2: | Culturally Affirming Practices, Including Cultural Identity Development |
|-------------------|---|

| Activities | Intended recipients | Timeline | Outcomes | Lead Partner/Agency |
|--------------------------------------|--|-----------------|---|---|
| Guest speakers and cultural teachers | K-12 Indian Education Students, and also their families, district-wide and community invited to public presentations | 22-24 | Sharing of cultural knowledge, community building; Culturally affirming practices, including cultural identity development; Gives back to the community | Kalmiopsis Indian Ed Coordinator, Jaymi Duarte. |
| Arts, Crafts & Music lessons | K-12 Indian Education Students, and also their families | 22-24 | Culturally affirming practices, including cultural identity development | Tolowa Dee-ni' Nation basketmaking expert volunteer |
| Learning native languages | K-12 Indian Education Students, and also their families | 22-24 | Culturally affirming practices, including cultural identity development | Tolowa Dee-ni' Nation education department |

| Pillar #3: | Leadership and Self-Advocacy Skills | | | |
|---|---|-----------------|---|---|
| Activities | Intended recipients | Timeline | Outcomes | Lead Partner/Agency |
| Resource application assistance and support | K-12 Indian Education Students, and also their families | 22-24 | Conduct workshops for application assistance. Leadership and self-advocacy skills | BHSD - High School Counseling Center staff and invited guest speakers |

| | | | | |
|--------------------|--|-------|-------------------------------------|---------------------|
| | | | | from other agencies |
| Parent focus group | K-12 Indian Education families, past program alumni, tribal community members and stakeholders | 22-24 | Leadership and self-advocacy skills | |

| | | | | |
|--|--|--|---|-----------------------------|
| Pillar #4: | | Giving Back to the Community | | |
| Activities | Intended recipients | Timeline | Outcomes | Lead Partner/Agency |
| School supplies and equipment | K-12 students that participate in Indian Ed or are part of overall focal group | For the start of 2023 and 2024 school year | Ensuring school readiness; Gives back to the community | BHSD, Indian Ed Coordinator |
| Attendance to local cultural events at no charge to the families | K-12 Indian Education Students, and also their families | 22-24 | Culturally affirming practices, including cultural identity development | BHSD |

Unmet Regional Needs

In this section, please describe how the Project, compared to other After School Learning programs in the region, is unique, Culturally Affirming, and meets unmet needs or supports for Students, particularly Focal Students. In your response, please consider the following:

- Overall strategies for After School Learning that meet the specific and unique needs of Students, particularly Focal Students, and the community in the Applicant’s region;

- Evidence-based description of the number and scope of existing programs that also meet the goals of the CSASL Program in the applicant's region;
- Gap analysis of the Applicant's regional needs that are not currently being addressed by existing programs.

Possible score: 10 points - Please see Section 3.4.2 of RFA for evaluation criteria & rubric.

Our region (the Southern Oregon Coast) has an extreme deficit of after-school programs, especially at younger ages. Organized school sports are at the middle and high school levels only. Activities for preschool and K-5 students are limited, usually at a cost, and not culturally specific.

Currently, we have afterschool childcare for students of district staff-only (at a charge to the school employee). Our community has a HeadStart program that provides some free part-time childcare and preschool, but the program has staffing challenges and a waiting list for families according to health needs and income.

There are various sports leagues that run throughout the year, but not daily, and have a registration cost.

Some local art and dance classes (not culturally specific) have a registration cost.

There are numerous opportunities for one-day events or one-week camps throughout the summer and school year, but no consistent after-school program. Parents must be in the know and connected to school and community communications to learn about these one-time activities in time to register.

Our school district has been able to leverage summer enrichment grant funds from the Oregon Department of Education for the past two summers to provide a number of free one-week summer day camps for soccer, baseball, softball, wrestling, track and field, weight training, volleyball, basketball, football, etc. Providing these activities free-of-charge was new for the community and many of the camps saw huge turnouts of youth participants. The school was also able to subsidize local swim lessons, youth aviation day, and dance camps to provide fee waivers for financial need during the past two summers. Still, these activities were all short-term, one time events, in the summer with a wide variety of schedules.

There remains a huge need in our area for any type of consistent after-school program and there has never been a program like this in our schools or community, much less for students of this particular focal group (Native American/Indigenous/Tribal Member students).

Limit: 500 words

Student and Community Engagement

In this section, please describe how the Project engages and/or plans to engage Students, and particularly Focal Students and community in the design, implementation, and strategic direction of the Project. In your response, please consider the following:

- Evidence-based research and strategies to identify Students, particularly Focal Students, and communities that have been or will be engaged in the design, implementation, and strategic direction of the Project;
- A description of recruitment efforts to engage Students, and particularly Focal Students and community members;
- Evidence-based research and strategies to involve and overcome participation barriers (e.g., technology, language, childcare, transportation) for Students, and particularly Focal Students and communities in the design, implementation, and strategic direction of the Project throughout the grant period;
- Comprehensive strategies to communicate Project progress with Students, and particularly Focal Students and community throughout the grant period;
- Monitoring and evaluation strategies aiming at integrating Student, and particularly Focal Student and community perspective to effectively and continuously improve Project services.

Possible score: 15 points - Please see Section 3.4.2 of RFA for evaluation criteria & rubric.

First, our program was pointed to and strongly encouraged to apply for this grant by a community member with past ties to our program. She is a parent of school-aged children and a local native business owner. Even taking on an application process as big as this for such a small program/district has been a daunting task, but we feel that we owe it to our past, current, and future students and our community at large to dream big and pursue this grant in order to attempt an expansion of our programs into additional areas that have been identified for decades as areas of community need and desire for our Indian Education Program students and families.

If awarded the grant, we plan to perform additional insight interviews with two past Indian Education coordinators who now hold different roles in our school district, as well as the current Indian Education coordinator in the neighboring district to the south (Del Norte Unified School District, Crescent City, Calif.) in order to engage in further development of this after-school program plan and identify potential challenges, opportunities, and areas of collaboration. As a district, we will continue collaboration meetings with Tolowa Dee-ni' Nation Education Department officials about this and other projects serving tribal students.

We also plan to survey or perform classroom activities with current students in the Indian Education program (during the school day) to hear more details about what types of activities they would like to see in after-school programming.

Finally, we will email survey, written survey, or phone survey parents and guardians of Indian Education students past and present to get their feedback on the plan, solicit parent group participation, and activity volunteers, and hear about their desires and

goals for their children and the outcomes that they would like to see achieved and measured in the initial years of an afterschool program.

If approved and funded, our program will set up specific communication efforts with students and families in the focal group to share afterschool and community opportunities, including printed and online calendars and newsletters, social media, or school-to-parent private networking groups (such as Class Dojo or Remind), and shared access to minutes and outcomes of Parent Advisory Group meetings.

As the sole school district in the area, we have a good understanding of what students would qualify as “focal students” for this program from participation in the Indian Education program, and self-identification of racial and ethnic/cultural groups on registration forms. We would also promote this program to local tribal governments, and via local communication channels to recruit any other qualifying students who might be homeschooled, online schooled, not currently enrolled in school, or otherwise interested in the community aspects of the program such as guest speakers, language classes, application workshops, and other supports.

Limit: 500 words

Performance Measures and Evaluation

Describe how your organization will measure and report towards identified Project goals that align with CSASL Program goals and values. In your response, please consider the following:

- Existing and/or proposed progress and performance measures that are feasible, reliable, and align with CSASL Program goals and values;
- Existing and/or proposed monitoring and evaluation process(es) that use(s) feedback and data in real-time to inform Project goals;
- Existing and/or proposed strategies to communicate progress of the Project to Students, particularly Focal Students, community, and stakeholders.
- Existing and/or proposed strategies to collect student level data for comparison to baseline data (starting point) milestone data (through the process, and final data (end).

Possible score: 10 points - Please see Section 3.4.2 of RFA for evaluation criteria & rubric.

Performance Measures:

Student Academic Progress (for students in after-school tutoring programs)

- This could include measures of passing/failing classes, grades, GPA, state assessment scores, real-time skill test scores, college entrance, etc.

Student Social Emotional Progress (for students in after-school tutoring program)

- Compare Panorama student survey data pre-and post-program participation to determine if student scores for belonging, self-efficacy, etc. improved or diminished.

Student Attendance (for students in after-school tutoring programs)

- Survey students and families on whether or not programming is an incentive to attend school and afterschool programs.

Parent/Student Satisfaction with Program (via bi-annual feedback surveys) and report back to stakeholders

Limit: 500 words

Project Roles

In this section, briefly describe key staff and/or volunteer roles and responsibilities involved with this Project. In your response, please consider the following:

- Existing roles and/or new positions that will be created to support Project activities, strategies, goals, and desired outcomes aligned to the CSASL Program goals and values;
- A description of the purpose of roles and how they will specifically support the Project, including activities, strategies, goals, and desired outcomes aligned to CSASL Program goals and values;
- A description of total FTE for staff identified, retained, and/or hired for the implementation of the Applicant(s)' Project and how that FTE supports Project activities, strategies, goals, and desired outcomes aligned with CSASL Program goals and values.

Possible score: 5 points - Please see Section 3.4.2 of RFA for evaluation criteria & rubric.

Existing role:

BHSD Indian Education Coordinator - Jaymi Duarte (1.0 FTE) - Primary duties: In-school support of students in the Indian Education Program. Also must perform other school support duties as needed, for example, covering as an instructional aide in general education classrooms.

Possible new positions:

Indian Education/After School Activity Coordinator Assistant (1.0 FTE): Assist in launching and sustaining all-new programs described in this grant

1-3 Paid After School Activity Coordinators to run new programming, tutor and supervise students. At least 3 positions might be necessary if the program was available at each of the three district schools - elementary, middle, and high school. There could be some opportunity to combine at one location or combine middle and high school for example into one location, as our school buildings are all adjacent. These positions would be paid an hourly stipend (for example \$150 per week for 4 days of afterschool supervision)

Paid or volunteer Parent Liason/Communicator (0 up to 1.0 FTE)
 - If a paid position, this person could also have roles in district-wide equity work, data and assessment of focal student groups

Stipends/event fees for guest speakers and native language teachers (estimate: Up to \$2000 per major event to cover travel, lodging, per diem, speaker costs, etc.)

Fees to BHSD Transportation Department for transportation to and from events via school bus or van. This includes mileage, wage, and per diem of the driver (roughly \$1.15 to 1.50 per mile cost).

Limit: 300 words

Region Where Services Will be Provided

In this section, indicate the region where After School Learning opportunities will be provided. Applications will be reviewed and scored regionally – Northwest, Southwest, Metro, Central and East.

Possible score: Unscored - Please see Section 3.4.2 of RFA for evaluation criteria & rubric.

| | |
|---|--|
| Region(s) served by the project: <i>(see map below for region numbers)</i> | 1 - Southwest |
| County(ies) served by the project: | Curry County |
| School district(s) served: | Brookings-Harbor School District 17C |
| School(s) served: | Kalmiopsis Elementary School Azalea Middle School Brookings-Harbor High School |



1. **Southwest:** Coos, Curry, Douglas, Jackson, Josephine, and Lane counties
2. **Northwest:** Benton, Clatsop, Columbia, Lincoln, Linn, Marion, Polk, Tillamook and Yamhill counties
3. **Metro:** Clackamas, Multnomah and Washington counties
4. **Central:** Crook, Deschutes, Gilliam, Hood River, Jefferson, Klamath, Lake, Morrow, Sherman, Wasco and Wheeler counties
5. **East:** Baker, Grant, Harney, Malheur, Umatilla, Union and Wallowa counties

Budget Table

Please see Attachment D.

Possible Scores:

- | | |
|--|-----------|
| ● Applicant(s) | 10 points |
| ● Applicant(s) Past and Current Efforts: | 10 points |
| ● Project Description: | 20 points |
| ● Unmet Regional Needs: | 10 points |
| ● Student and Community Engagement: | 15 points |
| ● Performance Measures and Evaluation: | 10 points |
| ● Project Roles: | 5 points |
| ● Service Region: | Unscored |
| ● Budget Table (Attachment D): | 20 points |

Total: 100 points

ATTACHMENT D — BUDGET TABLE

Submitted budget must include all personnel costs, materials and supplies, travel, administrative and indirect costs, and any other costs associated with the provision of the Culturally Specific After School Learning services under the resultant grant. (It is at the option of the Applicant to use this template or to use Applicant’s own budget template.)

If applicable, Applicant(s) budget should demonstrate an equitable distribution of Grant Funds and resources. That equitable distribution among partners should be described in the budget strategy. This ensures smaller Community-Based Organizations who are Project partners are not inadvertently under-resourced for their work.

| Budget Category | Description Describe how the amount in each line item of the budget was determined. Relate this description to the proposed activities and timelines for those activities. Please use the right column to indicate which costs are one-time. | Budgeted Amount (July 2022 – Sep 2024) | Check X to indicate one-time cost: |
|--|--|---|------------------------------------|
| Staff (include title for each staff and planned salary or hourly range for each position funded) | An assistant would be approx. \$16,100 for 4 hours per day and approx. \$47,100 for 8 hours per day. After-school tutoring would be about \$150.00/week for 4 days/week. This would be like an hour a day for tutoring with a half hour for prep. Total cost accounts for hiring 1.FTE assistant x 2 years (\$94,200) and afterschool tutoring costs for 20 weeks per year x 2 years (\$6000). | 100,200 | |
| Benefits (Please include benefits provided e.g. healthcare, vision, dental, etc. and per employee costs) | | | |

| Budget Category | Description Describe how the amount in each line item of the budget was determined. Relate this description to the proposed activities and timelines for those activities. Please use the right column to indicate which costs are one-time. | Budgeted Amount (July 2022 – Sep 2024) | Check X to indicate one-time cost: |
|---|--|---|------------------------------------|
| Other (define; expand as necessary) | | | |
| Professional Development | | | |
| Training, Continued Education, or other associated costs | Annual training for Indian Ed Coordinator, 3 After School Coordinators, and Parent Liasion (Includes registration, travel to regional equity conference concerning Native students or other trainings recommended by Parent Advisory Group to gain knowledge or local tribal history and cultural practices and current programs | 30,000 | x |
| Curriculum Materials | | | |
| Other (define; expand as necessary) | | | |
| Travel | | | |
| In-State Travel | | | |
| Lodging | | | |
| Other (define; expand as necessary) | | | |
| Supplies and Equipment | | | |
| Office Supplies (phone, copier, etc.) | Misc office supplies - copying materials to be shared with students, newsletters etc. | 500 | x |
| Instructional Supplies | School supplies for all students in the program (\$150 x 100 students x 2 years) | 30,000 | x |

| Budget Category | Description Describe how the amount in each line item of the budget was determined. Relate this description to the proposed activities and timelines for those activities. Please use the right column to indicate which costs are one-time. | Budgeted Amount (July 2022 – Sep 2024) | Check X to indicate one-time cost: |
|--|--|--|---|
| Equipment (less than \$300 per equipment item) | | | |
| Other (define; expand as necessary) | | | |
| Student Direct Support & Incentives | | | |
| Student/Focal Student After School Learning Activities | Guest speaker stipends and travel reimbursement (Up to \$2000 per speaker x 4 events) | 8000 | x |
| Transportation <i>Please note: Grant funds may not be used for purchase of motor vehicles.</i> | | | |
| Participation incentives or stipends | | | |
| Counseling support | | | |
| Other (define; expand as necessary) | Arts & Crafts Supplies for activities such as drum making, beading, basket-making, etc. for 100 students x 2 years | 4000 | x |
| Family & Community Engagement | | | |
| Transportation <i>Please note: Grant funds may not be used for purchase of motor vehicles.</i> | Fieldtrip/transportation support to culturally relevant local community events (Est. \$1.15 per mile rate to use district bus or van and driver x 6 trips x 100 mile round trip) | 1690 | x |

| Budget Category | Description Describe how the amount in each line item of the budget was determined. Relate this description to the proposed activities and timelines for those activities. Please use the right column to indicate which costs are one-time. | Budgeted Amount (July 2022 – Sep 2024) | Check X to indicate one-time cost: |
|--|--|--|---|
| | Transportation support home from afterschool activities via school bus or van (Up to \$1000) | | |
| Participation incentives or stipends | | | |
| Leadership Development or Training | Application Workshops (\$300 for salary, waters, snacks, etc.) x 8 events over 2 years | 2400 | x |
| Other (define; expand as necessary) | Childcare costs for Parent Advisory Meetings (\$25 per hour x 10 events x 2 years) | 500 | |
| Partnerships If applicable, indicate how much funding will be redistributed to Project partners. <i>Please add rows for additional partners.</i> | | | |
| Project Partner #1 Partner org/agency name: | N/A | | |
| Description of Expenses: | | | |
| Description of Expenses: | | | |
| Project Partner #2 Partner org/agency name: | N/A | | |
| Description of Expenses: | | | |
| Description of Expenses: | | | |
| [Add additional Project Partners as needed] | | | |

| Budget Category | Description Describe how the amount in each line item of the budget was determined. Relate this description to the proposed activities and timelines for those activities. Please use the right column to indicate which costs are one-time. | Budgeted Amount (July 2022 – Sep 2024) | Check X to indicate one-time cost: |
|---|---|---|------------------------------------|
| Administrative or Indirect Costs <i>Maximum 15% for Community-Based Organizations (CBOs) and Culturally Specific Organizations.</i> | Total amount (\$177290 x .15 for indirect costs) | 26,593.50 | x |
| Total Requested: | | \$203,883.50 | |
| If you are a community-based organization or early learning provider, it may be possible to advance a percentage of the total grant award at the outset of the grant. Please indicate if you will request an initial upfront grant payment of your total allocated amount by checking the box in the next column. If so, further payments will be dispersed upon approval of financial and narrative reports. | | | |



Curry Health
FOUNDATION

Grant Application

Grant Applicant: Brookings Harbor Education Foundation, Inc.

Project/Program Title: 5th Grade Health Talk Hygiene Kits

Contact Person: Alisa Green 541 469-7077 / Julie Bruce, RN 541 661-0986

Name

Telephone

Mailing Address: PO Box 4292 Brookings, OR 97415

P.O. Box/Street

City

Street Address: 98158 Benham Ln #7 Brookings, Or 97415

Street

City

E-mail Address: childwriter4ever@yahoo.com

Confirm Non-Profit Status: 501 (c)3 Tax ID 20-2781996

Total Organization Operating Budget Current Year: \$42,706

Budget Year from: 2022 to 2023.

Sources of Income assured and applied for:

| | | |
|----------------------------|-------------------|-----------------|
| Government | <u>0</u> | <u>%</u> |
| Individual Contributions | <u>25</u> | <u>%</u> |
| Fundraising special events | <u>35</u> | <u>%</u> |
| Foundation Grants | <u>25</u> | <u>%</u> |
| Other grants | <u>15</u> | <u>%</u> |
| Fee based services | <u>0</u> | <u>%</u> |
| Other | <u>0</u> | <u>%</u> |
| Total | <u>100</u> | <u>%</u> |

Attachments (3):

1. Outline of proposed project.
2. **Detailed** budget for project/program proposed.
3. Partnering agencies (if applicable) and contact persons.
4. Press release/story plan

Signed By: Alisa Green

Title/Position Held: President

Date: 10/14/22

7. Detailed Budget for 144 kits @KALMIOPSIS ELEMENTARY SCHOOL

EXPENDITURE

| Item # | cost | # in bulk / description | #needed | Total cost |
|--------|---------------|---|---------|------------|
| 1. | \$25/50 | Bulk soft bristle toothbrushes | 3 | \$75 |
| 2. | \$17/24 | Crest cavity regular toothpaste | 6 | \$102 |
| 3. | \$9/144 | Bulk emery boards 4 1/2" | 1 | \$9 |
| 4. | \$13/48 | Bulk color combs | 3 | \$39 |
| 5. | \$15/15 | Bulk Degree deoderant | 10 | \$150 |
| 6. | \$33/100 | Travelwell soap bars/size round | 2 | \$66 |
| 7. | \$35/36 | Pert shampoo/conditioner | 4 | \$140 |
| 8. | \$30/40 | Drawstring backpack bulk | 4 | \$120 |
| 9. | District cost | Educational insert regarding hygiene | 144 | n/a |
| 10. | District cost | Educational insert regarding cultural hygiene practices | 144 | n/a |
| | 144 | TOTAL FOR HYGIENE ITEMS | | \$701 |

INCOME

Source of Income/ GRANT FUNDING

| | AmountTotal | |
|---|-------------|-------|
| Curry Health Foundation | \$600 | \$600 |
| Brookings Harbor Education Foundation, Inc. | \$101 | \$101 |
| TOTAL | \$701 | \$701 |

-0-

-0-

DIFFERENCE BETWEEN PROPOSED GRANT FUNDING AND COST OF

8. Press Release Plan- Coordinated by the Communications officer at BHSD

| | |
|----|---|
| 1. | Curry Coastal Pilot- small article request |
| 2. | Facebook site: Brookings Harbor Education Foundation, Inc. |
| 3. | Facebook site: BHSD-17C (coordination via Nancy R Coons Communications Officer at the BHSD-17C) |
| 4. | KURY Radio: Acknowledging "Health Week at Kalmiopsis" |

(If encouraged by Curry Health Foundation, we will post on Wild Rivers Connect Facebook page.)



Brookings-Harbor School District

629 Easy St.
 Brookings, OR 97415
 541 469-7443
 Fax 541 469-6599
www.brookings.k12.or.us

Food Services Nov. 2022 Board Report

October is always a hard and long month. All students that had qualified for free and reduced drop off unless the family resubmitted a new application.

- Azalea had 194 qualified free and now they are at 127
- BHHS had 172 qualified free and now they are at 142
- Kalmiopsis had 609 and now they are at 261

Luckily the drop in qualified free for Azalea and Kalmiopsis "DOES NOT" affect their Community Eligibility Program for the next 5 years.

October meal counts

- Azalea had 2,405 breakfast served and 4,278 lunch served
- Kalmiopsis had 5,851 breakfast served and 7,406 lunch served
- BHHS meal count details:

Meal Counts

Time Period From: 10/1/2022 To: 10/31/2022 | Meal Counts for: BHHS | Meal Counts By: Eligibility | Meal Counts By: School They Are Served

| BHHS | | | | | | |
|-----------|----------------------|---------------------|-------|--------------|---------|-------------|
| Breakfast | Eligibility | Regular (non-labor) | Labor | Total Firsts | Seconds | Total Meals |
| | Free | 450 | 0 | 450 | 0 | 450 |
| | Reduced | 49 | 0 | 49 | 0 | 49 |
| | Paid | 550 | 0 | 550 | 0 | 550 |
| | Non-Student | 3 | 0 | 3 | 0 | 3 |
| | Breakfast Sub-Total: | 1052 | 0 | 1052 | 0 | 1052 |
| Lunch | Eligibility | Regular (non-labor) | Labor | Total Firsts | Seconds | Total Meals |
| | Free | 891 | 0 | 891 | 0 | 891 |
| | Reduced | 114 | 0 | 114 | 0 | 114 |
| | Paid | 767 | 0 | 767 | 2 | 769 |
| | Non-Student | 115 | 0 | 115 | 13 | 128 |
| | Lunch Sub-Total: | 1887 | 0 | 1887 | 15 | 1902 |

The Districts food program is under state review at this time. This occurs every three years and is always focused on the month of October. I have confidence that our program will be rated top-notch in Oregon.

~Cindy Badger, Food Service Director

Kalmiopsis Elementary

November Board Report
Kalmiopsis Elementary School

BHSD Board Statement: Student success is the independence to intuitively think critically while maintaining a high ethical and moral character.

BHSD District Goal is to improve student achievement.

Kalmiopsis School Improvement Goal-ODE Guiding Principles: Ensure Safety and Wellness

Data Points:

1. Acadience/Dibels 20 %
2. i-Ready Math and Reading
3. Curriculum Adoption

What's working and/or not working:

1. During the 20 % Meetings, here is what the teams have found:
 - a. K- had 4 students exited
 - b. 3- had 3 students exited
 - c. Groups that were made up of 4 students were showing consistent growth following their aimline towards on level.
 - d. Groups that were made up of 5 to 6 students have been showing growth or have been flat lining due to the large group sizes.
 - e. For upper grade 4 and 5, we have found that more phonics skills are needed being that phonics was a huge piece they missed when Covid began, so we plan to change the intervention or add phonics to the current intervention of Corrective Reading to support the skills that they are already learning in that intervention.
2. We are currently having staff members use the lessons and groupings in i-Ready
3. We are beginning to look at what is on the list from ODE

Next Steps:

We added two staff from other areas during the 2nd grade pull out service to create smaller groups for students and made groups from 6 students to 4 students. (not sustainable)

Progress Monitoring will take place for all students the week before Christmas break to ensure that all students are improving and to have a baseline of data where students are before two weeks of Christmas break and their Mid-Year benchmark that will take place mid January when we return.

BHSD Board Statement: Student success is the independence to intuitively think critically while maintaining a high ethical and moral character.

BHSD District Goal is to improve student achievement.

Kalmiopsis School Improvement Goal- ODE Guiding Principles: Cultivate connection and relationship

Data Points or Activities:

1. Golden Awards
2. I noticed tickets
3. Attendance Challenge

4. Joke Box

What's working and/or not working:

1. We have distributed the awards for the month and we are beginning our attendance challenge this month.

Next Steps:

We have generated a list of intrinsic rewards and staff are selecting ones to use. As for our attendance winners for October 3rd and 4th grade tied and they will all be getting popcorn. Both grade levels had 6 days of better attendance than the other grade levels. The contest is the best attendance for the most days not overall.

| Attendance: | September | October |
|-------------|-----------|---------|
| Grade K | 92.8% | 91.63% |
| Grade 1 | 91.4% | 90.64% |
| Grade 2 | 92.11% | 91.97% |
| Grade 3 | 92.28% | 93.16% |
| Grade 4 | 89.17% | 92.24% |
| Grade 5 | 93.33% | 92.0% |
| Overall | 91.87% | 91.94% |

BHSD Board Statement: Recruiting, developing, and retaining high-quality staff is vital for student success. Fostering a culture of support with opportunities for growth and development empowers outstanding staff. BHSD District's goal is to recruit and retain highly qualified employees.

Kalmiopsis Elementary School Improvement Goal: Provide ongoing professional development to staff.

Data Points:

1. Mentor/Mentee Program
2. Positive Discipline
3. Panorama
4. PLC

What's working and/or not working:

1. Mentor/Mentee is moving forward with the monthly meetings.
2. Panorama Surveys are done.
3. We started out book study on "Learn by Doing"

Next Steps:

1. Schedule observation meetings we are starting this Q-2.
2. Continue our work with sound discipline and we will be revisiting the strategies for both students and teachers.
3. Look at Panorama Data with Kronwapple. We looked at this data and it seemed that we are putting achievement in front of belonging in some areas.
 - a. We need to find a balance
 - b. We will be doing random interviews to gather information
4. Continue working on Book "Learn by Doing"
 - a. We are on Chapter 2

We appreciate your continued support as we serve our students and families.

Thank you,

Carol Leonard, Principal
Nick Chapman, Assistant Principal



Maintenance Department

750 Fern Avenue
Brookings, OR 97415
541 469-7131

Fax 541 469-6599

www.brookings.k12.or.us

To: Brookings Harbor 17C School Board

Re: Maintenance Report November 8th, 2022

Sage Bruce Construction started on the Kalmiopsis Cover. Sprinkler lines were in the way of their concrete pads so we moved sprinkler lines and valves
Brookings Electronic Services replaced multiple lights and ballasts in the Azalea Middle School Annex
Did Interviews for Kalmiopsis Custodian and Maintenance Helper and filled both positions
Finished up with Fall Sports including Senior Nights, Powder Puff and Homecoming Football game
Working with Shannel Unlayao from Verdant Web Technologies on putting our asbestos, led testing and radon testing into digital form
Also working with Peggy Goergen on the 52nd Annual Community Bazaar which will be held at the Azalea Gym and High School Cafeteria
Cost estimates for future bond have been being put together
Met with Daryn Farmer, Tidewater Contractors, Beynon Sports and Field Turf Engineers for a site visit at Bankus Stadium for installing turf on the football field and replacing the track
Going to Government Contracting Overview with Oregon Buys Demo at Rogue Community College on the 16th of this month.

Jess Beaman
Maintenance Director
Brookings-Harbor School District 17C



Department of Special Programs
Lynn Schiermeyer, Director of Special Programs

Brookings Harbor School District
629 Easy St. Brookings, OR 97415

Phone 541-412-1488

Fax 541-469-6599

www.brookings.k12.or.us

November 7, 2022

The Special Programs department has seen an increase in needs outside of the schools that impact student learning. We are providing more services to homeless students than in times prior. Our McKinney-Vinto counts increased from forty-six in April of 2022 to sixty-three as of today. To receive McKinney-Vinto services, a student, teacher, or counselor completes an enrollment application.

Through McKinney-Vinto, we provide free meals at school, clothing, help paying for medical, dental, or vision services, we help enroll students and families in the Oregon Health Plan where they can receive additional services such as counseling or mental health. The program pays for short-term (overnight or a weekend) lodging. We also provide transportation for the student to and from school, even if they are staying out of our attendance area. As long as they are enrolled at a BHSD school, we will get them here.

Lack of attendance is a consequence of houselessness. We track attendance and reach out to provide support when we see issues. We are checking in with our families who are staying in trailers, cars, and tents, especially as the temperatures drop. While we can not provide everything for our students who meet the McKinney-Vinto requirements, we do our best to alleviate some of the basic needs they are facing.

Another area where we help students are those in foster care. At this time, there are twenty-one BHSD children in foster care. Again, we provide transportation, free meals, track grades and work with DHS to meet their needs. Children who wish to participate in extracurricular activities are not required to pay participation fees. Every Child, an advocacy group in Curry County, provides tutoring resources.

We continue to keep these students on our radar so we can facilitate any support needed that enables them to access their education, participate in school activities and extracurriculars, as well as outside needs.

Thank you for your support,

Lynn Schiermeyer



Technology Department

629 Easy Street (Mailing)

580 Fern Ave (Physical)

Brookings, OR 97415

541 469-7443

Fax 541 469-6599

www.brookings.k12.or.us

November 2022 Board Report

In the past month, our department has fielded over 250 new IT tickets. Another team member has left to pursue other job opportunities which leaves us at 1.5 FTE's including myself. We are doing our best to keep up with the incoming volume of tickets. It has been a ton of work, but our dedicated staff continues to work hard and efficiently to keep up with the demands of the district. We currently have two open Computer Technician positions that have been posted and we are looking forward to interviewing for those positions and building our staff back up to full strength.

This report is a bit shorter than normal due to the fact that I have only been here since November 1st and I am still learning what has been started as far as IT projects and what still needs to be accomplished to keep us moving forward in a positive manner. I am excited to be here and look forward to continuing to do whatever we can as an IT staff to provide a quality service to the district.

Sincerely,

Bruce Raleigh
Director of Technology



Transportation Department

750 Fern Avenue
Brookings, OR 97415

541 469-2666

Fax 541 469-2098

www.brookings.k12.or.us

To: Brookings Harbor 17C School Board
Re: Transportation Board Report October 2022

Starting off by saying "Thank You" to all the Athletic Coordinator, coaches, and a parent driver. Fall sports have wrapped up and the season went fairly smoothly for the Transportation Department. With the cooperation of drivers and all involved, there were minimal complications to make it a good Fall Sports season.

We have added a few more sub-drivers that are in training now so the winter should be as smooth as the fall.

All new employees in Transportation have now completed the CPI training and have been certified for two years.

We have implemented the new Trip Board thanks to the IT department. All trips are easily seen by all on the new monitor/TV in the break area of Transportation.

Thanks,
Michael Knight
Director of Transportation



Brookings-Harbor School District

629 Easy Street
Brookings, OR 97415
541 469-7443
Fax 541 469-6599
www.brookings.k12.or.us

Athletics & Activities

November Board Report

With the entrance of winter in full force, fall sports and activities came to an end last weekend. We had a very large turnout, including over 150 athletes at the high school and nearly 75 at the middle school. Activities such as band and color guard netted almost 75 participants as well. The calendar was full of events for ten weeks, with events either home or away six days per week in eight of those weeks. Special thanks to the coaches, secretaries, families, drivers, and supervisors for grinding it out and making it through.

Our loan sport to make it to the playoffs was Girls Soccer. They finished third in the league, garnering them a first round road game. They boarded the bus to make the short trip to Milton Freewater to face McGloughlin in the opening round. They played their hearts out and left it all on the field as they controlled the ball for nearly 70 of the 80 minute game. Unfortunately, the home team took advantage of two of their runs and were able to capitalize and score within the first twenty minutes of the game. The score proved to be insurmountable as the final score would remain 2-0 and the Lady Bruins season would come to an end. The good news was: at least they didn't have to go far to return home.

High School and Azalea Cross Country sent runners to district meets in Eugene and North Bend, respectively. All athletes competed hard, with several of them even achieving personal records. Although none were able to qualify for state, they enjoyed the trips and had great weather during.

Band and Color Guard has competed in several competitions all over southern Oregon highlighted with a performance at Autzen Stadium in Eugene. They have worked feverishly the last several weeks to prepare and have gotten better and better each time out. Their presence at home football games, pep rallies, and assemblies has been exciting, truly adding to these events that we are proud to offer again.

Winter sports are beginning this next week at the high school and students are reminded to sign up online on Family ID. Azalea has just begun with girls basketball, cheer and wrestling and will be competing until Christmas break. Come on out and cheer on the Bruins.

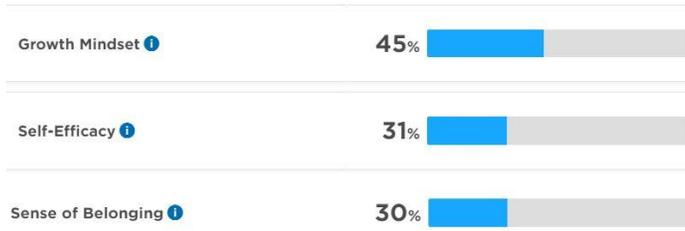
GO BRUINS!

Keith Wallin, Athletics & Activities Director



NOVEMBER 2022 BOARD REPORT

Student Relationships: Social Emotional Learning (SEL)

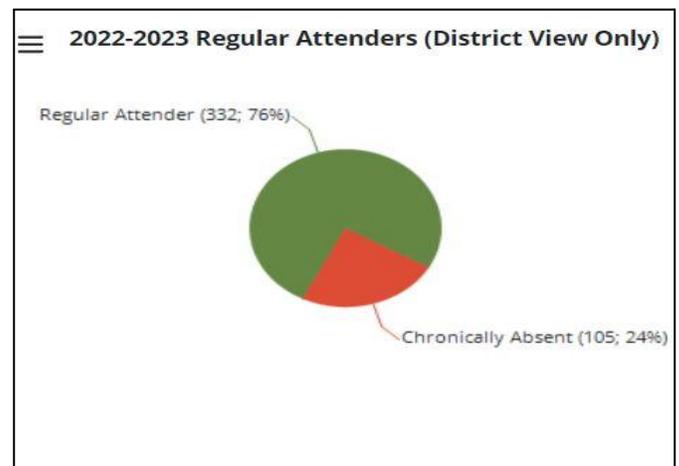
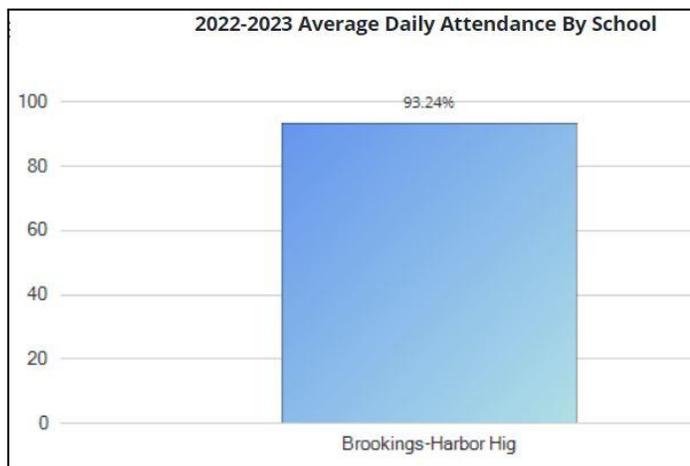


Our counseling team is beginning small group student support sessions, specifically focusing on emotional self-regulation, making friends, coping with divorce, anxiety, grief and loss, and self-efficacy.

Site Council, in cooperation with BHHS and community groups is planning a Wellness Expo in February to provide resource mapping and an array of local opportunities to support overall health and wellbeing.

Student Success: Promoting Attendance

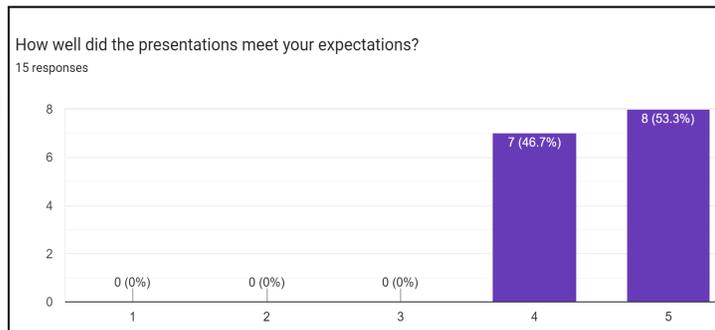
Students who are absent need more support via an academic recovery system. Beginning in December, we are providing a 3-hour Saturday school to give students additional, structured time and academic support. While this program will be available school-wide, students who struggle with attendance deficits will be invited to attend.



Teacher Staff Belonging: The Bruin Family

Based on extensive work by last year's secondary schedule team, teachers engaged in targeted professional development on October 14th. Expert teachers offered workshops and attending staff were able to select from a wide array of strategies and planning sessions to support them in preparing for their 3-week block scheduling experience.

Feedback from that day was very positive (see below) and indicated that the most attended sessions were "Effective Transitions & Chunking Learning, presented by Kristy Kleespies and Brooklynn Vandehey; "The Power of Interdisciplinary Learning" presented by Caleb Crotzer and Emily Marley; "High Engagement Learning Strategies" presented by Lorinda Shew and Adam Wagman.



Important Upcoming Dates

- Virtual Site Council, Thursday, Nov 17th, 6-8pm
- Winter sports start, November 14th
- Mock Block Schedule, Nov 28th-Dec 16th
- Winter Celebration, Thursday, December 15th, 6-8pm

BROOKINGS HARBOR SCHOOL DISTRICT 17C
Revenue and Expenditure Summary/Projection (Unaudited)
Fiscal Year 2022-2023

10/31/2022

| | Actual | Actual | Actual | 1st Quarter | 1st Quarter | Last Year | Actual | Projected | Projected | 2nd Quarter | 2nd Quarter | Last Year | 3rd Quarter | 3rd Quarter | Last Year | 4th Quarter | 4th Quarter | Last Year | Projected | 2022-2023 | Projected YTD |
|--|------------------|------------------|------------------|------------------|--------------|--------------|------------------|-------------------|-------------------|-------------------|--------------|--------------|-------------------|--------------|--------------|-------------------|----------------|--------------|-------------------|-------------------|----------------|
| | July | August | September | Projected YTD | % of Budget | % of Budget | October | November | December | Projected YTD | % of Budget | % of Budget | Projected YTD | % of Budget | % of Budget | Projected YTD | as % of Budget | % of Budget | YTD Total | Budget | as % of Budget |
| REVENUES | | | | | | | | | | | | | | | | | | | | | |
| *Property Taxes | 0 | 0 | 22,034 | 22,034 | 0.3% | 0.4% | 18,863 | 5,327,769 | 234,908 | 5,581,539 | 88.0% | 91.8% | 712,322 | 99.2% | 98.6% | 138,252 | 101.4% | 104.8% | 6,454,148 | 6,365,400 | 101.4% |
| Other Local | 550 | 6,920 | 41,172 | 48,642 | 23.2% | 7.6% | 11,035 | 4,036 | 44,753 | 59,824 | 51.8% | 30.1% | 29,897 | 66.0% | 35.4% | 84,611 | 106.4% | 74.7% | 222,974 | 209,500 | 106.4% |
| *Intermediate Sources (Cnty Sch Fund) | 0 | 0 | 0 | 0 | 0.0% | 104.7% | 146,640 | 0 | 0 | 146,640 | 107.8% | 104.7% | 0 | 107.8% | 104.7% | 0 | 107.8% | 102.4% | 146,640 | 136,000 | 107.8% |
| ESD Flow-Thru | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% | 547,952 | 100.0% | 106.4% | 547,952 | 547,952 | 100.0% |
| *State School Fund | 1,599,989 | 799,514 | 799,514 | 3,199,017 | 34.3% | 33.1% | 799,514 | 799,514 | 799,514 | 2,398,542 | 60.0% | 57.9% | 2,398,542 | 85.6% | 82.6% | 1,599,028 | 102.8% | 112.6% | 9,595,129 | 9,336,252 | 102.8% |
| *State Srcs (St Timber, Common Sch Fund) | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 76,002 | 50.0% | 44.8% | 76,002 | 100.0% | 108.4% | 152,003 | 152,003 | 100.0% |
| Federal Forest fees | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% | 265,000 | 100.0% | 106.6% | 265,000 | 265,000 | 100.0% |
| Beginning fund balance | 3,100,000 | 0 | 0 | 3,100,000 | 100.0% | 95.2% | 0 | 0 | 0 | 0 | 100.0% | 95.2% | 0 | 100.0% | 95.2% | 0 | 100.0% | 92.9% | 3,100,000 | 3,100,000 | 100.0% |
| Total Period Revenues | 4,700,539 | 806,434 | 862,720 | 6,369,693 | | | 976,052 | 6,131,319 | 1,079,175 | 8,186,546 | | | 3,216,764 | | | 2,710,845 | | | 20,483,847 | | |
| Cumulative Revenues | 4,700,539 | 5,506,973 | 6,369,693 | 6,369,693 | 31.7% | 27.5% | 7,345,745 | 13,477,064 | 14,556,239 | 14,556,239 | 72.4% | 69.8% | 17,773,002 | 88.4% | 85.0% | 20,483,847 | 101.8% | 99.9% | 20,483,847 | 20,112,108 | 101.8% |
| *Offset State Revenue Formula | | | | | | | | | | | | | | | | | | | | | |

EXPENDITURES by Object

| | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|----------------|------------------|------------------|------------------|--------------|--------------|------------------|------------------|------------------|------------------|--------------|--------------|-------------------|--------------|--------------|-------------------|--------------|--------------|-------------------|-------------------|--------------|
| Salaries | 191,587 | 206,929 | 685,434 | 1,083,949 | 12.2% | 12.6% | 677,887 | 739,622 | 736,855 | 2,154,363 | 36.4% | 36.8% | 2,199,057 | 61.2% | 61.70% | 3,058,635 | 95.6% | 96.3% | 8,496,004 | 8,888,554 | 95.6% |
| Employee Benefits | 83,600 | 81,331 | 315,481 | 480,413 | 11.4% | 11.1% | 324,450 | 337,211 | 334,620 | 996,282 | 35.1% | 33.9% | 1,004,182 | 58.9% | 57.1% | 1,501,866 | 94.5% | 92.7% | 3,982,743 | 4,212,639 | 94.5% |
| Purchased Services | 89,711 | 41,863 | 64,575 | 196,150 | 11.4% | 14.1% | 199,716 | 85,961 | 132,662 | 418,339 | 35.7% | 35.9% | 472,074 | 63.2% | 54.3% | 693,520 | 103.5% | 101.5% | 1,780,082 | 1,719,370 | 103.5% |
| Supplies/Materials | 16,980 | 39,130 | 236,552 | 292,661 | 36.4% | 40.8% | 48,341 | 31,113 | 47,171 | 126,626 | 52.1% | 52.0% | 138,348 | 69.3% | 56.8% | 254,106 | 100.9% | 92.7% | 811,742 | 804,743 | 100.9% |
| Other Objects | 273,927 | 52,218 | -5,117 | 321,028 | 20.6% | 16.6% | 3,660 | 2,853 | 216,802 | 223,315 | 34.9% | 32.8% | 6,790 | 35.4% | 33.3% | 1,059,113 | 103.3% | 113.0% | 1,610,246 | 1,558,566 | 103.3% |
| Transfers | 0 | 0 | 0 | 0 | 0.0% | 100.0% | 1,211,000 | 0 | 0 | 1,211,000 | 100.0% | 100.0% | 0 | 100.0% | 100.0% | 7,669 | 100.6% | 100.6% | 1,218,669 | 1,211,000 | 100.6% |
| Contingency & Reserves | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% | 1,717,236 | 100.0% | 100.0% | 1,717,236 | 1,717,236 | 100.0% |
| Total Period Expenditures | 655,805 | 421,471 | 1,296,925 | 2,374,201 | | | 2,465,054 | 1,196,760 | 1,468,111 | 5,129,925 | | | 3,820,451 | 56.3% | 54.9% | 8,292,146 | 97.5% | 97.7% | 19,616,722 | 20,112,108 | 97.5% |
| Cumulative Expenditures | 655,805 | 1,077,276 | 2,374,201 | 2,374,201 | 11.8% | 16.4% | 4,839,254 | 6,036,014 | 7,504,125 | 7,504,125 | 37.3% | 36.3% | 11,324,576 | | | 19,616,722 | | | | | |
| Month-end Fund Balance | 4,044,734 | 4,429,697 | 3,995,492 | 3,995,492 | | | 2,506,491 | 7,441,050 | 7,052,113 | 7,052,113 | | | 6,448,426 | | | 867,125 | | | 867,125 | 0 | |

Informational only:

EXPENDITURES by Function

| | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|----------------|----------------|------------------|------------------|--------------|--------------|------------------|------------------|------------------|------------------|--------------|--------------|------------------|--------------|--------------|------------------|--------------|--------------|-------------------|-------------------|--------------|
| Instruction | 5,084 | 24,746 | 624,584 | 654,414 | 8.4% | 8.4% | 648,125 | 642,912 | 676,830 | 1,967,866 | 33.7% | 31.6% | 1,962,113 | 58.9% | 51.6% | 3,092,416 | 98.6% | 96.3% | 7,676,809 | 7,786,276 | 98.6% |
| Supporting Services | 650,721 | 396,724 | 672,341 | 1,719,786 | 21.1% | 21.8% | 605,928 | 552,193 | 576,785 | 1,734,906 | 42.3% | 43.1% | 1,837,313 | 64.8% | 65.2% | 2,422,305 | 94.5% | 95.3% | 7,714,310 | 8,166,054 | 94.5% |
| Other Uses | 0 | 0 | 0 | 0 | 0.0% | 99.0% | 1,211,000 | 1,656 | 214,496 | 1,427,152 | 58.4% | 99.4% | 21,026 | 59.3% | 99.7% | 1,060,188 | 102.7% | 63.3% | 2,508,367 | 2,442,541 | 102.7% |
| Contingency & Reserves | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% | 1,717,236 | 100.0% | 100.0% | 1,717,236 | 1,717,236 | 100.0% |
| Total Period Expenditures | 655,805 | 421,471 | 1,296,924 | 2,374,200 | 11.8% | 16.4% | 2,465,054 | 1,196,760 | 1,468,111 | 5,129,924 | 37.3% | 36.3% | 3,820,451 | 56.3% | 54.9% | 8,292,146 | 97.5% | 92.3% | 19,616,720 | 20,112,108 | 97.5% |

Brookings-Harbor School District

Enrollment Comparison 2022-2023/2021-2022/2020-2021

Current as of Nov. 10, 2022

| Grade | September | | | October | | | November | | | December | | | January | | | February | | | March | | | April | | | May | | | June | | |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2022 | 2021 | 2020 | 2022 | 2021 | 2020 | 2022 | 2021 | 2020 | 2021 | 2020 | 2019 | 2022 | 2021 | 2020 | 2022 | 2021 | 2020 | 2022 | 2021 | 2020 | 2022 | 2021 | 2020 | 2022 | 2021 | 2020 | 2022 | 2021 | 2020 |
| K | 104 | 107 | 83 | 103 | 106 | 85 | 107 | 101 | 81 | 102 | 81 | 110 | 102 | 82 | 108 | 100 | 83 | 108 | 100 | 84 | 109 | 99 | 85 | 109 | 100 | 84 | 109 | 99 | 83 | 109 |
| 1 | 106 | 96 | 101 | 106 | 97 | 100 | 106 | 96 | 100 | 97 | 99 | 96 | 100 | 100 | 97 | 98 | 102 | 98 | 98 | 103 | 97 | 96 | 105 | 97 | 95 | 105 | 97 | 94 | 104 | 97 |
| 2 | 100 | 103 | 84 | 100 | 101 | 81 | 100 | 98 | 79 | 98 | 79 | 121 | 97 | 80 | 120 | 97 | 80 | 119 | 95 | 83 | 119 | 94 | 84 | 119 | 92 | 82 | 119 | 91 | 83 | 119 |
| 3 | 97 | 90 | 111 | 97 | 83 | 111 | 98 | 83 | 112 | 84 | 111 | 110 | 86 | 113 | 111 | 86 | 115 | 110 | 87 | 113 | 108 | 90 | 113 | 108 | 88 | 113 | 108 | 86 | 113 | 108 |
| 4 | 86 | 119 | 97 | 86 | 116 | 97 | 86 | 113 | 97 | 116 | 93 | 151 | 115 | 93 | 149 | 113 | 92 | 145 | 111 | 91 | 147 | 115 | 92 | 147 | 116 | 90 | 147 | 114 | 91 | 147 |
| 5 | 122 | 96 | 130 | 123 | 95 | 127 | 124 | 93 | 124 | 93 | 124 | 113 | 92 | 124 | 112 | 90 | 125 | 112 | 91 | 127 | 113 | 92 | 127 | 113 | 93 | 128 | 113 | 91 | 129 | 113 |
| | 615 | 611 | 606 | 615 | 598 | 601 | 621 | 584 | 593 | 590 | 592 | 698 | 592 | 597 | 692 | 584 | 601 | 693 | 582 | 606 | 693 | 586 | 602 | 693 | 584 | 602 | 693 | 575 | 603 | 693 |
| 6 | 94 | 140 | 102 | 93 | 138 | 96 | 94 | 138 | 97 | 140 | 95 | 125 | 140 | 95 | 124 | 137 | 96 | 123 | 136 | 98 | 124 | 136 | 98 | 124 | 135 | 98 | 124 | 133 | 99 | 124 |
| 7 | 140 | 100 | 116 | 139 | 99 | 111 | 139 | 101 | 112 | 103 | 112 | 117 | 104 | 114 | 116 | 101 | 112 | 115 | 101 | 114 | 115 | 103 | 113 | 115 | 104 | 111 | 115 | 103 | 111 | 115 |
| 8 | 110 | 116 | 114 | 110 | 113 | 111 | 105 | 111 | 113 | 111 | 111 | 126 | 112 | 113 | 127 | 112 | 114 | 125 | 112 | 113 | 124 | 111 | 114 | 124 | 111 | 114 | 124 | 108 | 114 | 124 |
| | 344 | 356 | 332 | 342 | 350 | 318 | 338 | 350 | 322 | 354 | 318 | 368 | 356 | 322 | 367 | 350 | 322 | 363 | 349 | 325 | 360 | 350 | 325 | 363 | 350 | 323 | 363 | 344 | 324 | 363 |
| 9 | 121 | 123 | 130 | 121 | 122 | 127 | 121 | 122 | 129 | 121 | 125 | 118 | 117 | 127 | 118 | 116 | 127 | 118 | 113 | 129 | 114 | 116 | 129 | 114 | 114 | 129 | 114 | 111 | 128 | 114 |
| 10 | 116 | 130 | 104 | 114 | 120 | 104 | 114 | 122 | 107 | 122 | 105 | 126 | 122 | 106 | 123 | 118 | 104 | 126 | 118 | 104 | 122 | 117 | 106 | 122 | 114 | 105 | 122 | 112 | 105 | 122 |
| 11 | 111 | 108 | 126 | 111 | 106 | 124 | 111 | 105 | 126 | 106 | 123 | 111 | 104 | 121 | 112 | 100 | 120 | 108 | 100 | 121 | 108 | 99 | 123 | 108 | 97 | 123 | 108 | 98 | 123 | 108 |
| 12 | 107 | 153 | 132 | 102 | 131 | 129 | 101 | 126 | 129 | 124 | 127 | 113 | 119 | 127 | 113 | 120 | 126 | 113 | 123 | 126 | 114 | 123 | 125 | 114 | 122 | 122 | 114 | 121 | 123 | 114 |
| | 455 | 514 | 492 | 448 | 479 | 484 | 447 | 475 | 491 | 473 | 480 | 468 | 462 | 481 | 466 | 454 | 477 | 465 | 454 | 480 | 458 | 455 | 483 | 458 | 447 | 479 | 458 | 442 | 479 | 458 |
| Total | 1414 | 1481 | 1430 | 1405 | 1427 | 1403 | 1406 | 1409 | 1406 | 1417 | 1385 | 1537 | 1410 | 1395 | 1531 | 1388 | 1396 | 1519 | 1385 | 1406 | 1514 | 1391 | 1414 | 1514 | 1381 | 1404 | 1514 | 1361 | 1406 | 1514 |

Brookings-Harbor School District 17C

Code: IGBAF
Adopted: 2/26/01
Revised/Readopted: 10/22/03; 4/18/12; 2/18/15
Orig. Code: IGBAF

Special Education - Individualized Education Program (IEP)**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 years of age, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district, or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls, or individual meetings.

END OF POLICY

Legal Reference(s):

| | | |
|----------------------------------|----------------------------------|----------------------------------|
| ORS 343.151 | OAR 581-015-2205 | OAR 581-015-2235 |
| ORS 343.155 | OAR 581-015-2210 | OAR 581-015-2055 |
| | OAR 581-015-2215 | OAR 581-015-2600 |
| OAR 581-015-2000 | OAR 581-015-2220 | OAR 581-015-2065 |
| OAR 581-015-2190 | OAR 581-015-2225 | OAR 581-015-2265 |
| OAR 581-015-2195 | OAR 581-015-2229 | |
| OAR 581-015-2200 | OAR 581-015-2230 | |

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

Brookings-Harbor School District 17C

Code: **IGBB**
Adopted: 9/23/91
Revised/Readopted: 10/22/03; 2/18/15
Orig. Code(s): IGBB

Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students K-12.

A written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students shall be similarly developed.

The district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities or unusual abilities in visual or performing arts.

END OF POLICY

Legal Reference(s):

[ORS 343.391 - 343.401](#)
[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Brookings-Harbor School District 17C

Code: IGBBA

Adopted:

Talented and Gifted Students - Identification**

In order to serve talented and gifted (“TAG”) students in grades K through 12, the district directs the superintendent [or designee] [after due consideration of the input of staff, parents and the community] to establish an identification process.

This process of identification shall include at a minimum:

1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 - a. Students who are racially/ethnically diverse;
 - b. Students experiencing disability;
 - c. Students who are culturally and/or linguistically diverse;
 - d. Students experiencing poverty; and
 - e. Students experiencing high mobility.
4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team’s decision and the procedures and data used by the team to make the decision.

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

[The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a ~~pattern or preponderance~~ a body of evidence of talent or giftedness.]

[Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon’s content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.]

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student’s assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal through [Board policy KL - Public Complaints and begin at [Step 2] with the superintendent [or designee]] [the accompanying administrative regulation, IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement**].

After exhausting the district’s appeal procedure and receiving the district’s final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.409](#)

[ORS 343.411](#)
[OAR 581-021-0030](#)
[OAR 581-022-2325](#)

[OAR 581-022-2330](#)
[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Brookings-Harbor School District 17C

Code: IGDJ
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 3/18/15; 7/17/19
Orig. Code: IGDJ

Interscholastic Athletics

[The Board recognizes the integral role interscholastic activities¹ play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's high school activities programs and events² shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and any associated voluntary organization³ of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship. Each will be held accountable for their actions.]

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:
 - a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
 - b. Prohibit discrimination;
 - c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
 - d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis.
2. Maintains a transparent complaint process that:
 - a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
 - b. Responds to a complaint made within 48 hours of the complaint being received; and
 - c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint.

¹ Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

² This applies to only OSAA-sanctioned activities and events.

³ Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and
4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

{⁴} [The district shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a high school equivalency program⁵ that reside in the district, and students attending a public charter school that does not provide interscholastic activities that reside in the district, the opportunity to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.].

{⁶} [District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, advisors and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements of participation and those of the associated voluntary organization. The principal [or designee] is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal [or designee] shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or the OSAA rules and regulations of the associated voluntary organization. The principal shall notify the superintendent [or designee] of conduct that violates the terms of this policy and report to the associated voluntary organization if OSAA as required.

An employee determined to have violated Board policies and/or rules and regulations of the associated voluntary organization [OSAA may] be subject to discipline, up to and including, dismissal. A student in violation of Board policies and/or the OSAA rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of Board policies and/or the OSAA rules and regulations of the associated voluntary organization shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

⁴ {This policy content is required practice but is not required policy language.}

⁵ “High school equivalency program” means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

⁶ {The remaining policy content is optional, but highly recommended language to inform about and support governance of activities (see beginning bracket here; ending with last paragraph of policy – see closing bracket).}

Employees, volunteers, or students in violation of such policies, OSAA rules and/or regulations [may] be required to remunerate the district in the event of fines are assessed by OSAA as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 332.075\(1\)\(e\)](#)
[ORS 332.107](#)
[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)
[OAR 581-021-0045 – 0049](#)
[OAR 581-022-2308\(2\)](#)
[OAR 581-026-0005](#)

[OAR 581-026-0700](#)
[OAR 581-026-0705](#)
[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).
Senate Bill 1522 (2022).

Brookings-Harbor School District 17C

Code: **IK**
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 3/04/10; 1/25/12;
3/18/15
Orig. Code: IK

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students **[will]** be informed **[at least annually,]** of their student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. **[Evidence of the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district;]**
 - d. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - e. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of **extended application** the Essential Skills.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude or behavior. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade. Behavior performance ~~shall~~ **may** be reported separately;
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;

5. When no grades are given but the student is evaluated in terms of progress, the school staff also will show whether the student is achieving course requirements at provide a realistic appraisal of the student's current grade level standing in relation to his/her peers;
6. The staff will take particular care to explain to studentsparents the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)

[ORS 343.295](#)
[OAR 581-021-0022](#)

[OAR 581-022-2260](#)
[OAR 581-022-2270](#)

Brookings-Harbor School District 17C

Code: **IKF**
Adopted: 11/18/09
Revised/Readopted: 12/18/13; 7/06/16; 5/02/18;
9/12/18; 7/17/19; 11/20/19;
2/16/22

Graduation Requirements**

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in **an educational program² in this state** another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that **educational program in this state** district or public charter school.

Diploma

¹As defined in ORS 30.297.

²“Educational program in this state” means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits³ which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (including history, civics⁴, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world languages⁵ language (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements, as outlined in OAR 581-022-2000, a student must⁶:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving

³ {If the district has additional credit or graduation requirements, the district is required to include those additional credits and graduation requirements in the following lists. However, if the district provides an education as described in ORS 336.585 or 336.590 and awards high school diplomas, the district may not impose requirements for a high school diploma in those instances that are in addition to the requirements prescribed by ORS 329.451 (2)(a) or by rule of the State Board of Education.}

⁴ [Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451). {This is not required language at this time but the district could choose to keep language with the footnote, and certainly should keep if the district already provides this instruction.}] Senate Bill 513, 2021).

⁵ "World language" includes sign language, heritage language and languages other than a student's primary language.

⁶ [The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).].

reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

Has a documented history of a medical condition that creates a barrier to achievement. Having met the above eligibility criteria, a modified diploma will be awarded to students, who while in grade nine through completion of high school, complete 24 credits which shall include:

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences ((which may include history, civics, geography and economics (including personal finance)));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or a world language (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced assessment. A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum credit requirements established by the district.

Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an ~~alternative~~ alternate certificate.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide ~~[age-appropriate and developmentally appropriate]~~ literacy instruction to all students until graduation.

The district may not deny a student, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in the later of four years after starting the ninth grade, or until the student reaches the age of 21 if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a **free appropriate public education** Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student’s continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form⁷ and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon **law** Law (Oregon Revised Statute (ORS) 332.114), to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

²www.ode.state.or.us Oregon Department of Education page for: : or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 336.585](#)
[ORS 336.590](#)

[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
Senate Bill 1522 (2022).

Brookings-Harbor School District 17C

Code: **JGAB**
Adopted: 10/17/07
Revised/Readopted: 1/25/12; 12/18/13; 3/19/14;
3/18/15; 7/14/15; 3/07/18;
11/20/19; 4/15/20

Use of Restraint or Seclusion**

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object¹, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

¹ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
12. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
13. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator[, or volunteer], it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

"Restraint" does not include:

- a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
 - b. Assisting a student to complete a task if the student does not resist the physical contact; or
 - c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
 - (1) Break up a physical fight;
 - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
 - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.
14. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

“Seclusion” does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student’s behavior.

15. “Seclusion cell” means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.
16. “Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
17. “Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.
18. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

“Mechanical restraint” does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
19. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is has not been prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice .
 20. “Prone restraint” means a restraint in which a student is held face down on the floor.
 21. “Supine restraint” means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the OIS training program of restraint restraints or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.

An annual review of the use of restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;
22. The total number of incidents involving seclusion;
23. The total number of seclusions in a locked room;
24. The total number of students placed in restraint;
25. The total number of students placed in seclusion;
26. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;
27. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;
28. The total number of restraint or seclusion incidents carried out by untrained individuals;
29. The demographic characteristics² of all students upon whom restraint or seclusion was imposed;
30. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district's main office and on the district's website, and to the Board.

At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581.581-002-0001 — 581-002-0023. This appeal process is identified in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of restraint or seclusion by district staff.

² Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 339.250](#)
[ORS 339.285](#)
[ORS 339.288](#)
[ORS 339.291](#)
[ORS 339.294](#)
[ORS 339.297](#)

[ORS 339.300](#)
[ORS 339.303](#)

[OAR 581-021-0061](#)
[OAR 581-021-0550](#)
[OAR 581-021-0553](#)
[OAR 581-021-0556](#)

[OAR 581-021-0563](#)
[OAR 581-021-0566](#)
[OAR 581-021-0568](#)
[OAR 581-021-0569](#)
[OAR 581-021-0570](#)
[OAR 581-022-2267](#)
[OAR 581-022-2370](#)



Executive Summary

Meeting Date: First Reads planned at Regular Board Meeting, Nov. 16, 2022

Agenda Item: School Board Proposed Policy Updates and Adoptions

Item Type: Informational

Administrator: Supt. David Marshall.

Objective: Review the second batch of policy updates coming to the board in Fall 2022 policies and consider new optional policies “highly recommended” by Oregon School Boards Association and district staff

Background:

OSBA Policy Updates

OSBA provides quarterly policy updates that include revisions recommended due to changes in state and federal laws and guidelines. In addition, our district subscribes to an additional service where OSBA staff review the impacted BHSD policies specifically and apply the updated language and appropriate revisions. BHSD staff then reviews these recommendations and the board is asked to consider them in a series of readings in a public session.

The policies below will be presented to the Board as a “first reading” on Nov. 16, 2022.

SECTION 1 - First Readings

| Policy & Title | BHSD Policy History | Summary |
|--|--|---|
| EFA – Local Wellness (Required - held from October for more staff review time) HOLD | Adopted: 9/21/05 Revised/Readopted: 7/19/06; 4/18/12; 1/15/14; 6/17/15; 2/17/16; 12/06/17 | Reason for updates: Proposal to delete existing policy and AR and adopt a proposed policy provided by OSBA. Summary: A triennial assessment, required by one of the components of the federal National School Lunch Program and delayed by COVID, of the district’s local wellness plan (aka policy) has become due for the first time. In anticipation, the Oregon Department of Education (ODE), Oregon School Boards Association, and other stakeholders (OEA |

| | | |
|--|--|--|
| | | <p>Choice Trust) began discussing how to help members realize more effective local wellness planning and implementation in their districts. One of the supports was to revamp the model local wellness policy and bring elements of the accompanying model administrative regulation into the policy.</p> <p>The result is a revised policy and a recommendation to rescind the administrative regulation if it is present in the district's board policy manual. There are resources available from ODE on their website to support local wellness policy planning and implementation: Oregon Healthy Schools, the attached model policy is just one of those resources. The resources also include tools for the triennial assessment.</p> <p>Collective Bargaining Impact: None Local District Responsibility: Review the policy recommendations attached, along with reviewing the requirements for a triennial assessment available from ODE, and consider what changes need made to policy following results of the assessment. If the Board's manual includes the AR (it does), and the district decides to revise the policy, action should be taken to rescind the AR. Policy(ies) and ARs Impacted by these Revisions: EFA – Local Wellness, Required EFA-AR - Local Wellness Program, Recommend Delete</p> |
|--|--|--|

EFA Considerations: Deletes current policy and AR and recombines into policy only.
District given option to establish Wellness Advisory Committee (or not) in new policy.

| | | |
|---|--|--|
| <p>CB – Superintendent, Highly Recommended</p> | <p>Code: CB Adopted: 1/18/88 Revised/Readopted: 10/22/03; 1/15/14 Orig. Code: CB</p> | <p>Reason for updates: Summary: With the passage of Senate Bill 1521 (2022), there are new provisions in law to consider when issuing a superintendent's contract and when district school boards are making decisions related to operation of the district. Collective Bargaining Impact: None Local District Responsibility: Update policies with the recommended revisions if they are present in the Board's policy manual and submit to the Board for readoption. Policy(ies) Impacted by these Revisions:</p> |
|---|--|--|

| | | |
|--|---|---|
| | | CB – Superintendent, Highly Recommended CBC – Superintendent’s Contract, Optional |
| <p>Considerations: Adds key language “The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law that applies to school districts.”</p> | | |
| CPA - Layoff and Recall for Administrators, Highly Recommended | Code: CPA Adopted: 10/22/03 Revised/Readopted: 1/15/14 | <p>Summary: HB 2001 (2021) changed the laws regarding reductions in staff for teachers. This law also changed the definition of “teacher” to be used in the layoff process (now ORS 342.120). This change requires districts to consider cultural or linguistic expertise when implementing a reduction in staff.</p> <p>Collective Bargaining Impact: HB 2001 applies to “contracts entered into, renewed or extended on or after” September 2021. Review any collective bargaining agreements for licensed staff to ensure compliance.</p> <p>Local District Responsibility: Revise and readopt highly recommended policy CPA – Layoff and Recall for Administrators. Amend accompanying administrative regulation. Delete current policy GCPA – Layoff - Licensed Staff * and GCPA-AR – Layoff/Recall – Licensed Staff, and replace them with the new optional version GCPA – Reduction or Recall of Licensed Staff and GCPA-AR – Reduction of Recall of Licensed Staff.</p> <p>Policy(ies) and ARs Impacted by these Revisions: CPA - Layoff and Recall for Administrators, Highly Recommended CPA-AR – Layoff and Recall for Administrators, Highly Recommended GCPA - Reduction or Recall of Licensed Staff *, Optional GCPA-AR – Reduction or Recall of Licensed Staff, Optional</p> |
| <p>Considerations: Adds key footnote: “Prior to laying off any administrators, the district will work with legal counsel to determine if the cultural or linguistic expertise criteria apply to any impacted employees.”</p> | | |
| DBEA – Budget Committee, Highly Recommended HOLD | Code: DBEA Adopted: 1/18/88 Revised/Readopted: 10/22/03; 1/15/14 | <p>Summary: Senate Bill 732 was passed in the 2021 Legislative session requiring districts to establish an educational equity advisory committee. The bill outlines the</p> |

| | | |
|--|-------------------------|--|
| | <p>Orig. Code: DBEA</p> | <p>responsibilities and makeup of the committee. For districts with an ADM over 10,000 the committee must convene no later than September 15, 2022. For districts with an ADM of 10,000 or less, the committee must convene no later than September 15, 2025. At least one member of the educational equity advisory committee needs to be appointed to the budget committee. This would happen when a position becomes open, it does not establish an additional budget committee member.</p> <p>Collective Bargaining Impact: None</p> <p>Local District Responsibility: If the district has previously adopted the highly recommended policy DBEA – Budget Committee and/or the optional policy BCF – Advisory Committees to the Board, review and consider revising the policy and submit to the Board for readoption.</p> <p>Policy(ies) and ARs Impacted by these Revisions:</p> <p>DBEA – Budget Committee, Highly Recommended, (versions 1 & 2)</p> <p>BCF – Advisory Committees to the Board, Optional</p> |
|--|-------------------------|--|

Considerations: Key changes - Budget Committee goes from 5 to 7 citizen members in addition to board members. One position must be from Equity Committee (BHSD does not have this committee at this time - Small districts are not required to have until Sept. 15, 2025).

| | | |
|---|---|--|
| <p>GCBDB/GDBDB – Early Return to Work, Highly Recommended</p> | <p>Code: GCBDB/GDBDB Adopted: 6/18/01 Revised/Readopted: 10/22/03; 1/15/14 Orig. Code: GBR</p> | <p>Summary: The change to policy GCBDB/GDBDB – Early Return to Work is to align with Equal Employment Opportunity Commission guidance.</p> <p>Collective Bargaining Impact: Review any collective bargaining agreements for consistency.</p> <p>Local District Responsibility: If the district has previously adopted highly recommended policy GCBDB/GDBDB – Early Return to Work, review and revise policy and submit to Board for readoption.</p> <p>Policy Impacted by these Revisions: GCBDB/GDBDB – Early Return to Work, Highly Recommended</p> |
|---|---|--|

Considerations: Small changes in wording to policy that provides oversight to return process after injury or illness for employees.

| | | |
|--|--|---|
| <p>IGAI – Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**, Highly Recommended</p> | <p>Code: IGAI Adopted: 2/17/10 Revised/Readopted: 5/20/15; 7/06/16; 11/20/19</p> | <p>Summary: A new Oregon Administrative Rule, 581-021-0593, requires public education providers, which includes school districts, public charter schools, and education service districts, to provide information on menstrual health and must include this information in their health and sexuality education. As a result, new language has been added to board policy IGAI - Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education. Oregon Department of Education’s (ODE) website provides a variety of related resources. In addition, new proposed language has been added to board policy JHC - Student Health Services, which refers to existing rules related to school nursing services and responsibilities. Collective Bargaining Impact: None Local District Responsibility: Both policies in this recommended update are highly recommended; submit to Board to consider revising and readopting. Policy(ies) and ARs Impacted by these Revisions: IGAI – Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**, Highly Recommended JHC – Student Health Services**, Highly Recommended</p> |
|--|--|---|

Considerations: Key language addition: “The district’s health and sexuality education will provide information on menstrual health and will be inclusive and affirming of transgender, non-binary, intersex, and two spirit/indigiqueer students; be positive and not fear- or shame-based; be age-appropriate; be medically-accurate; be culturally responsive; and be accessible for students with disabilities.” Other small grammatical edits throughout.

| | | |
|---|---|--|
| <p>IGBHE – Expanded Options Program**, Highly Recommended</p> | <p>Code: IGBHE Adopted: 11/15/06 Revised/Readopted: 6/17/15; 3/07/18; 9/12/18</p> | <p>Summary: Changes result from a recent review of statute and include some revisions that modify use of the term ‘dropout’. The policy is further published to bring awareness to program requirements, notification requirements and student eligibility. Collective Bargaining Impact: None Local District Responsibility: This is a</p> |
|---|---|--|

| | | |
|---|--|--|
| | | <p>highly recommended policy that reflects statutory language in Oregon Revised Statute Chapter 340 – Expanded Options Program. If the policy is included in the Board’s policy manual, revise and submit to the Board for readoption.</p> <p>Policy(ies) and ARs Impacted by these Revisions: IGBHE – Expanded Options Program**, Highly Recommended</p> |
| <p>Considerations: Clarifications on definition of dropout, and qualifications for district exemptions.</p> | | |
| <p>IMB – District Improvement Program, Highly Recommended</p> | <p>Code: N/A - new proposed. BHSD does not have a current policy IMB or IMB AR.</p> | <p>Summary: The State Board of Education recently made a revision to the rules related to improvement plans/programs, it changes the self-evaluation requirement from once every three years to once every four years. The remaining revisions recommended reflect changes from other updates of the rule.</p> <p>Collective Bargaining Impact: None Local District Responsibility: If the district has this policy and its administrative regulation (AR) consider the recommended updates and submit policy to the Board for readoption and the AR for review.</p> <p>Policy(ies) and ARs Impacted by these Revisions: IMB – District Improvement Program, Highly Recommended IMB-AR – District Improvement Program, Highly Recommended</p> |
| <p>Considerations: If adopted, this short policy would lay out expectation for Superintendent to guide district in Continuous Improvement Planning and communication/transparency about process.</p> | | |
| <p>JEA – Compulsory Attendance**, Highly Recommended</p> | <p>Code: JEA Adopted: 8/15/94; 1/18/88 Revised/Readopted: 10/22/03; 3/04/10; 6/17/15; 4/20/16; 3/07/18; 4/15/20 Orig. Code: JEA; JEG</p> | <p>Summary: There have been recent changes to compulsory attendance removing the Class C violation and related fees, court costs and fines associated with juvenile delinquency matters (Senate Bill 817, 2021). Other conditions of compulsory attendance and truancy remain unchanged.</p> <p>Collective Bargaining Impact: None Local District Responsibility: If the policy and accompanying administration regulation (AR) are in the Board’s manual, consider updating with the proposed revisions, submit policy to the Board for readoption and</p> |

| | | |
|--|---|---|
| | | <p>the AR to the Board for review. Policy(ies) and ARs Impacted by these Revisions: JEA – Compulsory Attendance**, Highly Recommended JEA-AR – Compulsory Attendance Notices and Citations**, Highly Recommended</p> |
| <p>Considerations: Removes possible criminal penalty from failure to have students attend school.</p> | | |
| <p>JHC – Student Health Services**, Highly Recommended</p> | <p>Code: JHC Adopted: 6/17/15 Revised/Readopted: 1/03/18</p> | <p>Summary: A new Oregon Administrative Rule, 581-021-0593, requires public education providers, which includes school districts, public charter schools, and education service districts, to provide information on menstrual health and must include this information in their health and sexuality education. In addition: new proposed language has been added to board policy JHC - Student Health Services, which refers to existing rules related to school nursing services and responsibilities. Collective Bargaining Impact: None Local District Responsibility: Both policies in this recommended update are highly recommended; submit to Board to consider revising and readopting. Policy(ies) and ARs Impacted by these Revisions: IGAI – Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**, Highly Recommended JHC – Student Health Services**, Highly Recommended</p> |
| <p>Considerations: Major update adds required ratios of registered nurses on staff to medically fragile and complex students.</p> | | |
| <p>KBA – Public Records Request, Highly Recommended</p> | <p>Code: KBA Adopted: 6/29/95 Revised/Readopted: 10/22/03; 4/15/15; 3/07/18</p> | <p>Summary: Updated to better align policy and administrative regulation language with statute and revise language to reflect current terms and practices. To help with public record responses, access Oregon Attorney General’s available information and consult counsel. Additionally, to provide support for records retention requirements, a table of contents and links to Oregon Archives Division retention requirements for school districts has</p> |

| | | |
|--|--|--|
| | | <p>been added to EH-AR – Records and Data Management.</p> <p>Collective Bargaining Impact: None</p> <p>Local District Responsibility: If the Board’s policy manual includes the policies and administrative regulations (AR) included in this update, consider reviewing and revising as suggested and submit to Board for readoption. The administrative regulation for either policy may be submitted to the Board as an information item for review. Board policy EH and its AR are both optional. Optional policy EH and its accompanying administrative regulation have been rewritten so consider adopting the newer versions presented herein to replace current policy, if present.</p> <p>Policy(ies) and ARs Impacted by these Revisions:</p> <p>EH – Records and Data Management, Optional</p> <p>EH-AR – Records and Data Management, Optional</p> <p>KBA – Public Records Request, Highly Recommended</p> <p>KBA-AR – Public Records Request, Highly Recommended</p> |
| <p>Considerations: Definition update: “A “public record” includes any writing that contains information relating to the conduct of the public’s business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law. 1 “Writing” means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public’s business and that is contained on a privately owned computer.”</p> <p>Legal precedence update (footnote): “In accordance with Bialostosky v. Cummings, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.”</p> | | |

Recommendation (for Nov. 16 Regular Board Meeting): Review and consider readoption of policies listed above.

Suggested motion #1: *“I move to pass the policies listed in Section 1 of the School Board Policy executive summary to a second reading as presented.”*

Suggested motion #2: *“I move to pass policy _____ as presented (or amended) to a second reading.”*

Brookings-Harbor School District 17C

Code: CB
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 1/15/14
Orig. Code: CB

Superintendent

The superintendent¹ is designated as the district’s chief executive officer. Under ~~and has, under~~ the Board’s direction, the superintendent exercises general supervision of all district schools, personnel and departments. The superintendent is responsible for managing the schools under the Board’s policies and is accountable to the Board for that management.

The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law² that applies to school districts³.

The superintendent may delegate to other district personnel any powers and duties imposed upon the superintendent by Board policies or by vote of the Board. Delegation of power or duty, ~~however,~~ will not relieve the superintendent of responsibility for action taken under such delegation.

END OF POLICY

Legal Reference(s):

¹ The term “superintendent” includes an interim superintendent.

² “Local, state or federal law” means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

³ Also includes taking any action that conflicts with law that applies to education service districts.

[ORS 332.505](#)
[ORS 332.515](#)
[OAR 581-022-2405](#)
[OAR 584-005-0005\(51\)](#)

Senate Bill 1521 (2022)

Brookings-Harbor School District 17C

Code: CPA
Adopted: 10/22/03
Revised/Readopted: 1/15/14

Layoff/Recall - Administrative Personnel

This policy applies to all licensed administrators below the rank of assistant superintendent who are not considered teachers under ORS 342.934.¹

The Board retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The factors considered in the layoff process will be license, seniority, qualifications, merit and/or competence. ~~Competence includes recent experience, additional training and educational attainments. Merit include the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.~~

The Board desires/expects administration to ~~will~~ retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district's schools.

Prior to initial development of a recall procedure for administrators, the Board will consult with the employees or a designated representative of the employees covered by this policy.

The district will develop administrative ~~Administrative~~ regulations ~~shall be developed~~ to implement this policy.

END OF POLICY

Legal Reference(s):

¹ Prior to laying off any administrators, the district will work with legal counsel to determine if the cultural or linguistic expertise criteria apply to any impacted employees.

[ORS 332.107](#)
[ORS 342.934](#)

Brookings-Harbor School District 17C

Code: GCBDB/GDBDB
Adopted: 6/18/01
Revised/Readopted: 10/22/03; 1/15/14
Orig. Code: GBR

Early Return to Work

Efforts will be made, on a case-by-case basis, to reinstate~~return~~ ill or injured employees to work. The reinstatement~~Returns~~ will be within the requirements of the injury, the limitations of the law and the limitations of the district.

In the event an employee is not able to perform essential job functions completely after an illness or injury, the district will determine whether reasonable accommodations are appropriate that would provide a temporary light duty assignment, restructuring of a position~~job~~ to include modified workdays, shift or part-time work, hours of work or modifications in facilities, equipment, special aids and services. Reasonable accommodations must not result in an undue hardship on the district.

If an employee cannot be reasonably accommodated in their~~his/her~~ current position~~job~~, the district will review alternative assignments. The employee, if qualified, will be offered an available vacant position with or without reasonable accommodations. If recovery is ongoing, sick leave is exhausted and ~~If no other assignment is possible, the district [will] [may] provide temporary unpaid leave as an accommodation if recovery is ongoing and sick leave is exhausted. Unpaid leave will be provided~~ in accordance with state and federal~~Oregon~~ law.

The district will maintain current job descriptions for each position. Physical requirements for appropriate job categories will be established.

The [superintendent] will develop procedures~~administrative regulations~~ as necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 659A.043](#)
[ORS 659A.046](#)
[OAR 436-110-0003 - 0900](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
Americans with Disabilities Act Amendments Act of 2008.

Brookings-Harbor School District 17C

Code: IGAI
Adopted: 2/17/10
Revised/Readopted: 5/20/15; 7/06/16; 11/20/19

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education **

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an ~~integral~~ ~~internal~~ part of health education and other subjects.

Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through 12.

Parents, teachers, school administrators, local health ~~department~~ ~~departments~~ staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that ~~their~~ ~~his/her~~ child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035 (2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school ~~-~~age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;
5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases,
Health Education **– IGAI

6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;
7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;
8. Discusses ~~Discussed~~ the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;
9. Stresses that HIV/STDs and hepatitis ~~hepatitis~~ Hepatitis B/C can be possible hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and ~~healthy~~ health decisions;
13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;
16. Validates the importance of ~~one's~~ ~~ones~~ honesty, respect for each person's dignity and well-being, and responsibility for ~~one's~~ ~~ones'~~ actions;
17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression;
18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and
19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize ~~skills~~^{skill}-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based or best practice; and
6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

The district's health and sexuality education will provide information on menstrual health and will be inclusive and affirming of transgender, non-binary, intersex, and two spirit/indigiqueer students; be positive and not fear- or shame-based; be age-appropriate; be medically-accurate; be culturally responsive; and be accessible for students with disabilities.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.059](#)
[ORS 336.107](#)
[ORS 336.455 - 336.474](#)
[ORS 339.370 - 339.400](#)

[OAR 581-021-0593](#)
[OAR 581-022-2030](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)

[OAR 581-021-0009](#)

Brookings-Harbor School District 17C

Code: IGBHE
Adopted: 11/15/06
Revised/Readopted: 6/17/15; 3/07/18; 9/12/18

Expanded Options Program

The Board is committed to providing additional educational options to eligible students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options (~~EOP~~) Program (EOP) will comply with all requirements of Oregon law (~~Oregon Revised Statutes~~ (ORS) 340) and give priority status to "at-risk" students.

Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the EOP if the student: ~~he/she:-~~

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;
2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;
3. Has developed an educational learning plan;
4. Has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate; and
5. Is not ~~an~~ a foreign exchange student enrolled in a school under a cultural exchange program.

Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the parent or guardian of students of the EOP for the following school year. The district will notify a transfer high school student, or a student returning to high school after dropping out of school, ~~dropout~~ of the EOP if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the EOP to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. Financial arrangements for tuition, textbooks, equipment and materials;

2. Available transportation services;
3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;
4. The consequences of failing or not completing a post-secondary course;
5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution; and
6. District ~~timelines~~ ~~time lines~~ affecting student eligibility and duplicate course determinations;
7. ~~Exclusion of duplicate courses as determined by the district;~~
8. ~~The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the Superintendent's designee under ORS 340.030;~~
9. ~~Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full-time in the resident high school.~~

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the district of ~~the his/her~~ intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or a student returning to high school after dropping out of school ~~dropout~~ has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and
2. The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

A student who enrolls in the EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the EOP in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian, of any course the student wishes to take that the

district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. The Board or designee will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board or designee, the student may appeal the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

Expanded Options Program Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 (450 X 0.33 = 148.5). (The caps must be established separately for each high school.)-

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district has more eligible students than are allowed under the credit hour cap the district shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." [An "at-risk student" means: (1) a student who qualifies for a free or reduced-price lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at-risk student.]-

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the EOP and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning an eligible post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and the student regarding the number or type of credits that the district will or has granted to a student for a particular course, the student may appeal the district's decision to the [Board]{}.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the district with a copy of the student's grade in each course taken for credit under the EOP. The student's education record shall indicate that the credits were earned at an eligible post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student's enrollment, including tuition and fees, textbooks, equipment and materials.

¹ {ORS 340.040(3) allows a student to appeal through an "appeals process adopted by the school district board."}

Waiver

A district may request an EOP² waiver from the Superintendent of Public Instruction² if compliance with the EOP:

- 1.— ~~Compliance~~ would adversely impact the finances of ~~cause~~ the district ~~extreme financial distress~~; or if all conditions identified in ORS 340.083(1)(b)^[3] exist.
- 2.— ~~Accelerated programs offered by the district (i.e., Dual Credit, Sponsored Based Dual Credit, Assessment Based Dual Credit, Articulated Career Technical Education (CTE) courses, two plus two programs, Advanced Placement (AP), International Baccalaureate Programs or other locally-developed program that offers Accelerated College Credit to their respective high school student).~~

Student Reimbursement

Students are not eligible for any state student financial aid for college ~~coursework~~ ~~course work~~, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

Transportation Services

The district may provide transportation services to eligible students who attend ~~eligible~~ post-secondary institutions within the education service district boundaries of which the district is a component district.

Special Education Services

The district of an eligible student participating in the EOP shall be responsible for providing any required special education and related services to the student. If a post-secondary institution intends to provide special education and related services to an EOP participant, the institution shall enter into a written contract with the district of the student. ~~The contract shall include the following at a minimum:~~

The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parent or guardian and district agree otherwise;

² Oregon Department of Education

³ [The district does all of the following:

1. Offers a dual credit program, a two-plus-two program, an advanced placement program, an International Baccalaureate program or any other accelerated college credit program;
2. Ensures that at-risk students who participate in the accelerated college credit programs are not required to make any payments for participation in the programs; and
3. Has a process for participation in the programs that allows:
 - a. All at-risk students who are eligible students to participate in the programs;
 - b. At-risk students to earn the number of credit hours established by the State Board of Education by rule under ORS 340.080; or
 - c. For an increasing number of at-risk students who are eligible students to participate in the programs each school year based on demand and appropriateness and as provided by a plan developed by the school district.]

2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;
3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and
4. Immediate notification to the district of any complaint made by the parent or guardian of the student regarding the student's participation in the program at the institution.

District Alternative Programs

The EOP does not affect any program, agreement or plan that existed on January 1, 2006, between the district and a post-secondary institution, which has been continued or renewed.

Any new program, agreement or plan that is developed after January 1, 2006, and is intended to provide access for public high school students to a post-secondary course, may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)

[ORS 332.072](#)

[ORS 336.615 - 336.665](#)

[ORS Chapter 340](#)

Every Student Succeeds Act, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (2018).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2022); 28 C.F.R. Part 35 (2022).

Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2018).

Rehabilitation Act, 29 U.S.C. §§ 791, 794 (2018).

Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018).

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).

Individuals with Disabilities Education Act, as amended, 20 U.S.C. §§ 1400-1401, 1411-1416 (2018); 34 C.F.R. Part 300 (2022).

Brookings-Harbor School District 17C

Code: IMB
Adopted:

District Improvement Program

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. The district will accomplish this through continued evaluation and improvement of its programs.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning and self-evaluation process that [engages the school community] [involves parents, students, teachers, school employees and community representatives from the demographic groups of their school population] in the district’s goal setting and continuous improvement program efforts.

The district’s program will be consistent with Oregon Department of Education requirements and reflected in school and district continuous improvement plans.

The district will, in striving for continuous improvement, annually review district and individual school data on student achievement and prioritize, allocate and realign resources as necessary. The district will annually review and report test results and progress to the community.

The superintendent will develop administrative regulations as needed to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 332.107](#)
[OAR 581-022-2250](#)

Brookings-Harbor School District 17C

Code: JEA
Adopted: 8/15/94; 1/18/88
Revised/Readopted: 10/22/03; 3/04/10; 6/17/15;
4/20/16; 3/07/18; 4/15/20
Orig. Code: JEA; JEG

Compulsory Attendance**

Except when exempt by Oregon law, all childrenstudents between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term. Persons having legal control of a child between the ages 6 and 18, who has not completed the 12th grade, are required to have the child attend and maintain the child in regular attendance during the entire school term.

All childrenstudents five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. Persons having legal control of a child, who is five years of age and has enrolled the child in a public school, are required to have the child attend and maintain the child in regular attendance during the school term.

Attendance supervisors

~~Persons having legal control of a student between the ages 6 and 18, who has not completed the 12th grade, are required to have the student attend and maintain the child in regular attendance during the entire school term. Persons having legal control of a student who is five years of age and has enrolled the child in a public school are required to have the student attend and maintain the child in regular attendance during the school term.~~

Principals shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. ~~Failure to send a student and to maintain a student in regular attendance is a Class C violation.~~

The district will develop procedures for issuing a citation.

A parent who is not supervising their childstudent by requiring school attendance, may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c); failing. ~~Failing~~ to supervise a child is a Class A violation.

Exemptions ~~from~~ **From** Compulsory School Attendance

In the following cases, childrenstudents shall not be required to attend public, full-time schools:

Children

1. Students being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. ChildrenStudents proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. ChildrenStudents who have received a high school diploma or a modified diploma.

4. ChildrenStudents being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.
5. ChildrenStudents being educated in the home by a parent, ~~or~~ guardian or private teacher:¹
 - a. [When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the South Coast Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD ~~superintendent~~ shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
 - b. Each childstudent being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the childstudent never attended public or private school, the first examination shall be administered prior to the end of grade 3;²
 - (3) Procedures for ~~homeschooling~~home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029;³
 - c. Examinations testing each childstudent shall be from the list of approved examinations from the State Board of Education;
 - d. The examination must be administered by a neutral, individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
 - g. In the event the ESD superintendent finds that the childstudent is not showing satisfactory educational progress, the ESD superintendent shall ~~provide the parent with a written statement of the reasons for the finding, based on the test results and shall~~ follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.⁴
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
8. ChildrenStudents excluded from attendance as provided by law.
9. ChildrenStudents who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

10. An exemption may be granted to the parent or guardian of any ~~child~~student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 ~~to~~ 419B.558.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 339.010 - 339.095](#)
[ORS 339.139](#)
[ORS 339.990](#)
[ORS 807.065](#)
[ORS 807.066](#)

[OAR 581-021-0026](#)
[OAR 581-021-0029](#)
[OAR 581-021-0076](#)
[OAR 581-021-0077](#)

Brookings-Harbor School District 17C

Code: JHC
Adopted: 6/17/15
Revised/Readopted: 1/03/18

Student Health Services and Requirements

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important ~~a major~~ Board ~~responsibility~~ ~~concern~~. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

[The district shall staff nursing services appropriate for students with medical needs and prevention-oriented health services per applicable requirements of Oregon Revised Statutes (ORS) 336.201 and Oregon Administrative Rule (OAR) 581-022-2220.]

The district shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

The district may use the most cost effective means available to meet the above requirements.

[The nurse(s) employed by the district shall be licensed to practice as a registered nurse or nurse practitioner in Oregon and will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.]

[Any nurse(s) providing services on behalf of the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of the patient prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.¹]

~~The district shall provide:~~

- ~~1. One registered nurse or school nurse for every 125 medically fragile students;~~
- ~~2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and~~
- ~~3. One registered nurse or school nurse for every 225 medically complex students.~~

¹ For additional delegation requirements, see OAR [851-047-0030](#).

~~The district may use the most cost effective means available to meet the above requirements.~~

The district shall maintain a prevention-oriented health services program which provides:

- 1.—Pertinent health information on the students, as required by Oregon statutes or rules;
- 2.—Health appraisal to include screening for possible vision or hearing problems ~~and also scoliosis~~;
- 3.—Health counseling for students and parents, when appropriate;
- 4.—Health ~~care~~ and first-aid assistance that are appropriately supervised and ~~isolate~~ ~~isolates~~ the sick or injured child from the student body;
- 5.—Control and prevention of communicable diseases as required by Oregon Health Authority, Public Health Division, and the county health department;
- 6.—Assistance for students in taking prescription and/or nonprescription medication according to established district procedures;
- 7.—Services for students who are medically fragile or have special health ~~care~~ needs;
- 8.—Integration of school health services with school health education programs.

The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of ~~federal law, the Every Student Succeeds Act of 2015 (ESSA)~~, the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination² or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students.

Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All district employees will be ~~apprised~~ ~~appraised~~ of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in ~~scoliosis~~, vision or hearing screening. The district will abide by those requests.

END OF POLICY

² The term “invasive physical examination,” as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

Legal Reference(s):

[ORS 329.025](#)

[ORS 336.201](#)

[ORS 336.211](#)

[OAR 581-022-2050](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2022).

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

Brookings-Harbor School District 17C

Code: KBA
Adopted: 6/29/95
Revised/Readopted: 10/22/03; 4/15/15; 3/07/18

Public Records**

~~“Public record” means any information that:~~

- ~~1. Is prepared, owned, used or retained by the district;~~
- ~~2. Is related to an activity, transaction or function of the district; and~~
- ~~3. Is necessary to satisfy the fiscal, legal administrative or historical policies, requirements or needs of the district.~~

~~Public record does not include messages on voice mail or on other telephone message storage and retrieval systems, or spoken communications that is not recorded.~~

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the [district] ~~superintendent’s~~ office.

A “public record” includes any writing that contains information relating to the conduct of the public’s business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.¹ “Writing” means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public’s business and that is contained on a privately owned computer.²

~~Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.~~

~~The Board’s official minutes, its written policies and its financial records will be available at the superintendent’s office for inspection by any citizen desiring to examine them during hours when the superintendent’s office is open.~~ All such information will be made available to individuals with disabilities in an accessible ~~appropriate~~ format, upon request and with appropriate ~~advanced~~ ~~advance~~ notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

¹ There are multiple definitions for “public record” in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

² In accordance with Bialostosky v. Cummings, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.

The Board supports the right of the people to know about programs and services of their schools and will make reasonable efforts ~~every effort~~ to disseminate information. Each principal is authorized to use ~~all means~~ available means to keep parents and others in the ~~of his/her~~ particular school's community informed about the school's program and activities.

~~No records will be released for inspection by the public or any unauthorized persons — either by the superintendent or any other person designated as custodian for district records — if such disclosure would be contrary to the public interest, as described in state law.~~

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for ~~qualified~~ persons with disabilities.

Employee and volunteer personal residential addresses, personal electronic mail addresses, ~~(other than district electronic mail addresses assigned by the district to district employees)~~, social security numbers, dates of birth and personal telephone or cellular numbers, and other information listed in Oregon Revised Statute (ORS) 192.355 as exempt, contained in personnel records maintained by the district are exempt from public disclosure pursuant to ~~Oregon Revised Statute (ORS) 192.363 - 368~~ 445 and ORS 192.355 ~~502~~(3). District electronic mail addresses assigned ~~Such information may be released only upon the written request of the employee or volunteer or as otherwise provided~~ by the district to district employees are not exempt ~~law~~. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. ~~District electronic mail addresses assigned by the district to district employees are not exempt.~~

The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166-005-0010 and Chapter 166, Division 400 and ORS Chapter 192.

END OF POLICY

Legal Reference(s):

[ORS 180.805](#)
[ORS Chapter 192](#)
[OAR 137-004-0800\(1\)](#)
[OAR 166-005-0010](#)
[OAR 166-400](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2021); 28 C.F.R. Part 35 (2021).

OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual*.
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Bialostosky v. Cummings, 319 Or. App. 352 (2022).



Nancy Raskauskas-Coons <nancyr@brookings.k12.or.us>

OSBA Elections - Official ballot available

OSBA Information <info@osba.org>

Fri, Oct 14, 2022 at 4:48 PM

To: Nancy Raskauskas-Coons <nancyr@brookings.k12.or.us>

Dear Nancy Raskauskas-Coons ,

OSBA elections will be held **November 15 - December 15, 2022**. Your board will be voting on OSBA Board of Director representatives, and one resolution.

Please make sure your board votes! Ask your board chair to place the election on your next meeting agenda.

We have revitalized our traditional Fall Regional Meetings to continue conversations and engage with OSBA members from across the state. Plan to attend your local [OSBA Legislative Roadshow](#), where you can ask questions and share how OSBA can better serve you, find out about OSBA's legislative priorities and principles, and OSBA's legislative agenda.

In addition, if you have not registered for [OSBA's 2022 Annual Convention](#), I encourage you to attend and take part in this year's program.

Official ballot and materials:

- Preview the [Official Ballot](#)
- View the [2022 Board Candidates](#)
- [Download the Resolution](#) you are being asked to support

Other resources:

- OSBA's [Election Center](#) containing all election information
- [2022 Election Calendar](#) (PDF)

Sonja McKenzie
OSBA President-elect
osbaElections@osba.org



Resolution to adopt the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association's recommended Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee has crafted the Proposed OSBA Legislative Priorities and Principles as a foundational document in guiding the legislative and advocacy work of OSBA members and staff, and

WHEREAS, the OSBA Legislative Policy Committee has determined these Proposed OSBA Legislative Priorities and Principles to be in alignment with the OSBA Board of Directors equity goals, and

WHEREAS, the OSBA Legislative Policy Committee met in January and April to review the Proposed OSBA Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles at its April meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles be placed before the membership for consideration during the 2022 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Principles and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Legislative Priorities and Principles

Preamble

OSBA's mission is to improve student success and education equity through advocacy, leadership, and service to Oregon public school boards. Education equity ensures:

- All students are accepted as their authentic selves, are heard and valued, feel they belong, and achieve high academic and personal standards that empower them to thrive.
- Student success will not be predicted nor predetermined by race, ethnicity, family economics, location, gender, gender identity, sexual orientation, disability status, religion, culture, or any other identity.

Public school boards have unique insights on how to address education equity and systems change in their districts. OSBA is committed to supporting boards in their just and fair distribution of resources based upon each student's needs.

Equity is the driving force behind the Student Success Act, and OSBA is dedicated to advancing legislation designed to raise academic achievement for all students and reduce academic disparities for historically underserved students.

In support of OSBA's Call for Equity, and on behalf of Oregon students, we are committed to promoting equity, combatting injustices, and disrupting bias and systemic racism in education policies through our advocacy at the state level.

OSBA believes a strong and equitable public education system is the best investment Oregonians can make to assure student success, strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

Approved by the Legislative Policy Committee: April 23, 2022

Approved by the OSBA Board: September 23, 2022

Approved by the OSBA Membership:



Priorities

Promote Adequate, Predictable, and Stable Funding

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

Protect the 2019 Student Success Act

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

Close the Opportunity Gap

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

Contain Cost Drivers

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

Support Local Governance and Oppose Mandates

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

Support Capital Improvements

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

Ensure Access to Post-Secondary Credits

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

Address Education Workforce Shortages

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

Principles

Finance

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

Student Programs

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

Student Safety and Wellness

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

Personnel

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

Governance and Operations

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

Federal Education Issues

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.

**NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER**

Date: 22 Sept 22

TO: Sonja McKenzie, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
September 30, 2022**

Return this form and all candidate information
forms to the OSBA office by email at
OSBAelections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Sonja McKenzie:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the **DOUGLAS / SOUTH COAST** Region, Position #9.

BOARD CANDIDATE INFORMATION

Name: **JACQUELINE CROOK**
District/ESD/Community College: **SOUTH COAST ESD 7**
Address: **1350 TEAKWOOD AVE**
City: **COOS BAY** Oregon ZIP: **97420**
E-mail: JACKIEC@SCESD.K12.OR.US Phone: **541-698-7710**

This nomination was approved by official action of our board of directors at a duly called meeting on **September 13, 2022.**
(date)



(Board Chair signature)

Board Chair name: **CORINNE POTTS**
District: **SOUTH COAST ESD 7**
Address: **1350 TEAKWOOD AVE**
City: **COOS BAY, Oregon** ZIP: **97420**

**Brookings-Harbor School District
629 Easy Street
Brookings OR 97415**

Application for Brookings Harbor School District Budget Committee

The School Board genuinely appreciates your interest in serving on our School District Budget Committee. To be considered for appointment to this Committee, please complete this form and return it to the District Office, 629 Easy Street, Brookings, OR 97415. The district has 3 open positions out of 5 total at this time.

This position is open until filled. The initial deadline for applications was 4 p.m. on Oct. 14, 2022. The next deadline is 4 p.m. on Dec. 9, 2022. The Board will consider applications for appointment at the upcoming Regular School Board Meetings, the next being the 7:30 p.m. Wednesday, Dec. 14, 2022 meeting until a candidate is chosen to fill the role. For more information, see <https://www.brookings.k12.or.us/budget/>

By state law and district policy, School District Budget Committee members must meet three criteria:

- 1) Live within the geographic boundaries of District 17-C
- 2) Be a registered voter in the State of Oregon.
- 3) NOT be an employee or agent of District 17-C

Name _____

Address _____

Phone _____

Do you have any school-age children? _____ If yes, what ages? _____

Please list any relevant school committees or business/community activities which you have been involved with in the past two years:

Please describe any special qualifications or abilities you may have that would help you to fulfill your responsibilities as a member of the Budget Committee:

Which of the following terms are you willing to serve? (You may select one or both).

- Term Expires June 30, 2023 (1 position available)
- Term Expires June 30, 2022 (2 positions available)

(Please use the back of this page or another sheet if necessary)

Brookings-Harbor School District 17c

Student Success Board and District Priority

Student success is **Grit**: The ability to develop curiosity, persevere, have a greater purpose, advocate for oneself, and continually nurture a growth mindset.

Student Success District Strategic Goals:

Brookings-Harbor Schools will achieve an annual student growth rate on social-emotional learning in the area of student growth mindset and self-efficacy of 2% with an 8% improvement by June 2026 as measured by the Panorama student survey.

(**Note:** contacting Panorama to better understand growth rates to ensure that the goal is rigorous and achievable)

Brookings-Harbor Schools will achieve a median student growth percentile in ELA and Math at a level 4 on the Oregon School Report Card (55th percentile) by June 2026 as measured by Oregon State report cards in all tested grades.

Brookings-Harbor Schools will achieve a regular attender rate of 90% by June 2026 in all grades.

Staff Success Board and District Priority

Recruiting, developing and retaining high-quality staff is vital for student success. Fostering a culture of support with opportunities for growth and development empowers outstanding staff.

Staff Success District Goal:

By June of 2026:

90% of staff will report that professional development is relevant, meaningful and beneficial.

90% of staff will report that they have multiple opportunities to meaningfully engage with system improvement in support of our students. This goal will be measured by staff feedback and survey results with annual improvement targets set each year.

Relationships Board and District Priority

We will intentionally build meaningful relationships with students, staff, and families to create a positive culture, investing in every student's future

Relationships District Goals:

Each school year the District will set targets for District and Building level social media campaign with the goal of "Telling our stories" proactively sharing the successes, accomplishments and challenges with our community.

Develop parent and community volunteer corps: Provide multiple coordinated specific avenues for volunteer service to the district and communicate these opportunities out to our community.

2022-2023 Annual goals to be set in fall of 2022

In 2020-21, The Brookings-Harbor School Board will ...

... continue to work collaboratively with the superintendent and District Leadership Team (DLT) to monitor the district's priorities and corresponding strategic plan. The Board will calendar and execute at least 3 monitoring sessions for the 2020-21 school year. (4C)

... receive (*and provide feedback as appropriate*) regular strategic plan updates from the superintendent and/or designee. The board will calendar (at least 4) strategic plan updates to be presented at regular board meetings in the 2020-21 school year. (4A)

... review the following board policies and/or administrative procedures for the following.

- Long term facilities plan for construction and maintenance
- Technology plan including evaluation and updating of hardware/software
- Regular evaluation of curriculum/supplementary materials
- Curriculum selection process/policy including the involvement of parents, community and staff

The board will review any related policies and modify, as necessary. The board will receive updates (and provide appropriate feedback) on any related administrative procedures. All four review sessions will be concluded no later than April 1st, 2021. (3C)